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Anthony J. Lori
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**FIVE COLLEGE
DEPOSITORY**

A MODEL FOR THE PLANNING OF A SCHOOL-BASED STAFF
DEVELOPMENT PROGRAM AT AN URBAN HIGH SCHOOL

A Dissertation Presented

by

ANTHONY J. LORI

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

February 1997

School of Education

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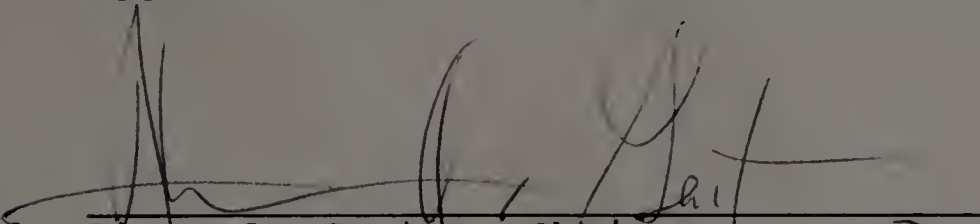
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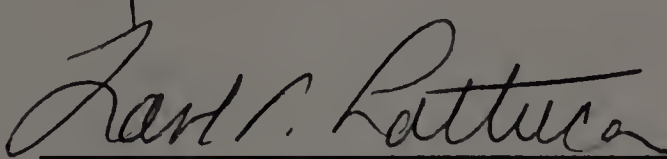
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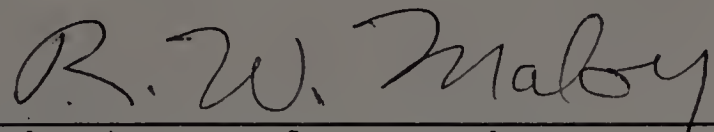
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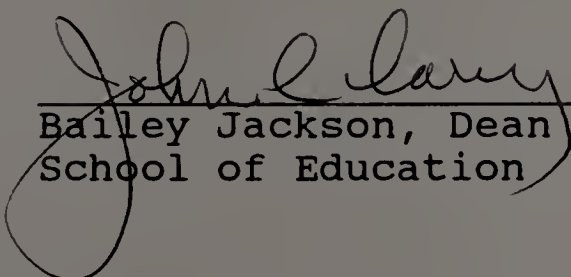
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Dedicated to the memory of my parents

DOMENIC LORI

and

ASSUNTA LORI

who valued and taught me the importance of education.

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It was beyond my expectations to go on to complete a doctoral degree when I reflect upon attending school as a child born of immigrant parents and not able to speak English. This educational journey was initiated, taken, and completed by the grace of God and the help of the various staff at the University of Massachusetts, dear friends, colleagues, and family.

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To all of my devoted colleagues who participated in the study.

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ABSTRACT

A MODEL FOR THE PLANNING OF A SCHOOL-BASED STAFF DEVELOPMENT PROGRAM AT AN URBAN HIGH SCHOOL

FEBRUARY 1997

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This case study provides the data which delineates a plan for a staff development program at the school-site level, allowing for the development of guidelines necessary for the implementation of this plan. Urban high schools face many challenges: continued diminishing budgets impacting on staffing cuts, increased student problems, and reform mandates with inadequate funding. The Department Head, as the curriculum and instructional leader, is at the forefront to provide teaching professionals with access to intensive staff development opportunities. This study describes a staff development planning process as created by one Department Head, that may be utilized by any urban high school without a program in place. The plan involves the collaboration of staff and it is implemented at the school-site. It affords teachers a shared vision with access to pedagogical initiatives accompanied by efforts to ensure a stable and informed staff that can focus on the educational needs of our ever-changing student population.

The study is of a descriptive nature. Statistical data gathered in the format of naturalistic inquiry from virtually an entire school staff will indicate what happens when teachers have common goals and utilize a collaborative approach in developing a plan to support fellow practitioners in sharing ideas, cooperating in activities, and assisting one another's intellectual growth.

Consensus was established that teachers have a shared vision of the professional activities they want in the planning and design of a staff development program. Most teachers feel they need assistance in upgrading content knowledge and teaching strategies that will support them in working in a collegial fashion to improve teaching and learning focused toward helping all students to achieve high standards of learning and development. Professional development at the school site was strongly preferred as compared to past, singular activities outside of the school building. Teachers want substantial time and resources on a continuum in activities that are job-embedded and reflect the School's philosophy and vision.

The results of this case study offer strategies that can be used by high school administrators at the school-site level planning and implementation of a staff development program.

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C H A P T E R I

STATEMENT OF THE PROBLEM

Introduction

With the increased emphasis in the inner-city secondary schools on quality and equality in education, and teacher effectiveness and accountability, with the added impetus of the formulation of the National Education Goals, "Goals 2000: Educate America Act," and the Massachusetts Education Reform Act of 1993, the time has come to develop and implement a school-site professional development program. The ineffectiveness of school improvement plans in addressing the educational, emotional, and socio-cultural needs of students, combined with the lack of viable staff development opportunities for personal and professional growth of teachers, has resulted in a void that I, a Department Head at an inner-city secondary school, feel well prepared to address. As the on-site curriculum and instruction staff administrator for my departments, I propose to formulate a plan for a school-based staff development program which will meet the needs of the teachers and assist them in these areas of teacher effectiveness, school accountability and the new reforms.

Given the important role that teacher education and staff development plays in determining the quality of schooling for students, it is imperative to pay special attention to developing an effective, sensible, and relevant

staff development program at the school site. This strategy is needed to create a critical transformation of our public schools, rather than the simple on-going reproduction of existing institutions and ideologies.

The Problem

As schools move toward reform and restructuring, the conceptualization of teaching and learning must also change. Today's school systems cannot afford to continue to be static institutions. The environment in which they exist demands change, particularly by creating a positive teaching environment at the school-based level. Toward such aims there has been a restructuring of the Department Head's role in contemporary secondary schools.

Educational reform and restructuring efforts have called for a revision, a reassessment, of the school-site administrator's role with a diverse, increased focus on multi-responsibilities such as:

- 1) the observation, supervision, and evaluation of teachers;
- 2) the monitoring of the articulation and coordination of curriculum; and,
- 3) advocating positive, effective, and long-term change regarding teaching and learning standards.

The passage of The Massachusetts Education Reform Bill of 1993 requires that professional development plans be implemented to assist and satisfy the objectives set forth

in this law. Each teacher is required to "maintain the development of professional skills and the knowledge of subject matter pertinent to the areas of certification (An Act Establishing The Education Reform Act of 1993, p. 56)." It is further stated and amended that professional development plans will be adopted and implemented to assist all professional teaching staff to maintain the development of professional skills and knowledge. However, all of these mandates "shall not be construed to require that a school district or the Commonwealth provide funding . . . (An Act Establishing The Education Reform Act of 1993, p. 56)."

Given decreasing budget allotments and limited time within a school day, the need for an embedded school-based staff development program is imperative. Without an effective staff development program at the school-site, the school's curriculum objectives and goals and the state's mandated curriculum frameworks will not assist in creating a supportive, safe and challenging school.

Purpose of the Study

The purpose of this dissertation study is to describe a process for implementing a staff development plan at the secondary school level, focusing on the Department Head as an agent of positive change. Many educators and researchers have suggested various ideas on how to improve education, starting with teacher effectiveness. Throughout all of the literature on educational reform and effectiveness is the

call for more accountable and effective teaching. The purported "new era for educational reform" began in 1983 with the publication of A Nation at Risk (National Commission on Excellence in Education, 1983). There had been previous possibilities suggested, however, this publication began a new series of ideas about how to improve teaching.

Many of the suggestions that were proposed to improve teaching standards, and which were thought would eventually improve student achievement, were recommended. The Carnegie Forum on Education and the Economy (1986), although not limited to the following, suggested to:

- 1) mandate teaching requirements and teacher certification be completed at the post-secondary graduate level;
- 2) raise the requirement standards necessary to enroll in school of education; and,
- 3) initiate staff development.

Other reports have urged educational reform with a plethora of ideas on how to improve and reshape teaching via various stringent requirements placing different emphases on educational issues. The Holmes Group Report (1986) called for teachers to be better prepared. In High School (1983), Boyer delineates not only problems and recommendations, but also mentions successes regarding reform for high schools. Action for Excellence (1983), gives a status on education

with recommendations for improvement. The Paideia Proposal (1982), gives a philosophical report on the conception of effective education, and recommends the provision for staff development.

Staff development at the school-site level is an effective way of improving teacher effectiveness. Although much of the reform literature emphasizes and reports on educational improvement mandate staff development, it does not delineate the process. To be knowledgeable about teaching does not necessarily mean that a teacher is proficient in all teaching skills. Much research demonstrates that there are specific components that comprise effective teaching. On a continuum, teachers need to grow professionally and hone their skills. Pre-service preparation and in-service meetings along will not suffice to make them effective. According to Gerstner, Jr. (1995), "teachers are taking responsibility for the development of their own skills" (p. 145). Given the current state of the tremendous increase in the necessity of global learning and the technology explosion, teachers must reinvigorate and renew their skills to be effective.

To directly assist new teachers and veteran teachers alike, this study documents the qualities deemed necessary to a school-site staff development plan.

This research study does not begin by assuming that there is a "single best" procedure to develop an effective

staff development program. To conclude such an expectation would be part of the problem we face. Rather, staff development is an ongoing decision for teachers and administrators to make locally.

In conclusion, it is apparent that a great need exists for ideas and strategies which will help guide staff and administration to develop and implement effective programs at their high school. The purpose of this study is to provide a qualitative description of how one urban high school under the direction of a Department Head engaged in planning its staff development program.

Limitations

This study is limited to an urban high school in one metropolitan area in the northeastern United States.

It is my intention that the staff development plan I delineate will be of service to those schools that do not have a staff development office, or to any administrator designated to work solely on staff development. My focus will also be adaptable to those administrators who find that staff development must become part of their myriad range of responsibilities. If we do not put some type of program in place, there will continue to be none.

Generalizations could not be made beyond the time period during which this case study began, the questionnaire was constructed and administered, and the observations of data were made.

The plan will be general, rather than one geared to any particular discipline, and one that is derived from the expressed interest and need of the teachers, rather than from the perceived need of "peoples" removed from the actual site.

C H A P T E R I I

REVIEW OF THE LITERATURE

Introduction

In this chapter, I will present a review of pertinent books, reports, and research studies about school-based staff development and change within a historical framework. Much of the literature is descriptive, and presents a kaleidoscopic view which I discuss while expressing my opinions with recommendations for improvement of teacher effectiveness. I also introduce the importance of planning for the development of a school-based staff development program in an urban secondary school.

Defining Curriculum and Instruction

A call for more effective and accountable teaching is a perennial common theme throughout the reports and literature on educational reform. The need to raise the standards of education in America were brought to everyone's attention by the 1983 publication of A Nation at Risk (National Commission on Excellence in Education). After this publication, much of the literature emphasized suggestions for improvement while simultaneously criticizing the state of education at-large.

During this time, we find that the recommendations to improve teaching via effective staff development programs is given little attention. It is most interesting to note that

a general consensus on the definition and relationship of curriculum, instruction, and supervision (the key elements of effective teaching) cannot seem to be arrived at in the literature.

Many secondary school departments, colleges and universities utilize various titles when addressing curriculum. For example, some refer to these departments as "curriculum and instruction," "educational leadership and supervision," while currently, some school systems are using a basic title - "teaching and learning."

In reviewing the literature, one finds that the definition, dynamics, and interrelationships between and among curriculum, instruction, and supervision is vague. The early philosophers of the nineteenth century were concerned with examining methods of teaching and the content of instruction. The concept of curriculum as it is defined today was not known until the twentieth century.

In the mid-1900's, Ralph W. Tyler defined instruction as the vehicle with which to teach curriculum. In his book, Basic Principles of Curriculum and Instruction (1949), Tyler views instruction as "procedures for organizing learning experiences into units, courses, and programs" (p. 83). He states that curriculum and instruction had equal weights and are intertwined.

During the 1960's, many theories of curriculum and instruction were developed. Hilda Taba (1962) opposed

Tyler's view separating curriculum and instruction as two entities with unequal weight. Jerome Bruner (1968), concurring with Tyler (1949), took the position that curriculum and instruction had equal weight. However, even though they had equal weight, he states they should be dealt with separately.

In their 1980 text, Tanner and Tanner affirm that curriculum and instruction must be treated equally. They agree with Tyler (1949) in stating that they cannot be separated.

Robert Zais (1976), on the other hand, takes a completely opposite stance stating that curriculum and instruction do not have equal weights and must be separated. Instruction is a specific component with less importance, while he views curriculum as separate and apart from instruction.

The aforementioned literature clearly illustrates that the experts cannot agree on the definition and relationship(s) of curriculum and instruction. I concur with the position that we cannot separate the dynamics of curriculum and instruction, and I further contend that they must also be intertwined with supervision.

If we are to effectively design staff development programs, we must also be able to focus our measurement(s) toward the curriculum and instruction. Ultimately, the teacher's effectiveness (the evaluation) must be defined.

Background: Changing Role of the Department Head

Because of the budget cuts in this, as well as many other cities, the administrative structure in most schools was altered and administrators were assigned multiple duties. One of the first casualties of these cutbacks in my system was the elimination of 95 percent of the Department Heads whose main responsibility had been that of curriculum and the supervision of teachers. The few Department Heads that were left found themselves assuming more and more administrative responsibilities with less time available to concern themselves with curriculum and overseeing staff. These increased administrative responsibilities coincided with a decline of staff development departments which were composed of the citywide curriculum-related personnel who evaluated how the teachers carried out the curriculum and with overall teacher performance evaluation.

Budget constraints and new priorities have caused our number of Department Heads to decline and, in some cases, disappear! In place of the Department Heads who taught two classes and observed, supervised, and evaluated teachers, we now have a new model in our school system.

Many schools, in their zeal to protect those administrators in charge of student discipline, cut all Department Heads except those mandated by local, state, and federal mandates in bilingual education and in special education.

The new structure consisted primarily of administrators who were, for the most part, involved with discipline. Academics took a definite back seat to the problem of school "safety" and security. The result of this action was the de-emphasizing of curriculum and instruction in the pursuit of maintaining a safe school. In this time of school violence, Department Heads were replaced with administrators or teachers-in-charge chosen for their height in structure rather than their breadth of knowledge in subject matter. Headmasters were able to decide which of their administrators would go and which would stay with most of them opting to choose administrators who were perceived as "big" enough to deal with student discipline problems.

This new structure necessitated the consolidation of departments, and in my school, during the last ten years, we went from eight academic Department Heads to six and subsequently to four, each supervising three or more departments and each involved with a multitude of additional administrative duties. These remaining Department Heads included in their myriad of responsibilities discipline as well as academics. Those Department Heads who survived were those most able to assume various administrative duties and, even with these Department Heads, their supervision of academics has suffered. Presently, the primary administrative responsibility of the Department Head is to focus on the improvement of teaching and learning designed

to enable all students to achieve high standards of performance. Systemwide Learning Standards that are aligned with the Massachusetts Curriculum Frameworks and with nationally recognized standards must be overseen and monitored by the Department Head.

Recent unfavorable accreditation reports in some schools, however, have made the central office reconsider the results of the decisions to eliminate the Department Heads as academic leaders. It appears, nonetheless, due to budget constraints, that the day of single discipline Department Heads is gone forever except in certain examination schools. For most of us, we are and will continue to be responsible for several disciplines and for other administrative functions including discipline.

Role of the Department Head in Planning a Staff Development Program

The development of a model for staff development at the school site, therefore, has to be one that can be incorporated into the diverse responsibilities of a Department Head's school day.

The staff in general views the Department Heads as their expeditors and facilitators and, most importantly, their only hope for any kind of academic assistance. The Department Head as supervisor continues to be viewed as curriculum implementer/developer. According to Mosher and Purpel (1972), this individual as one who

. . . organizes curriculum materials, involves teachers in their production and implementation and acts as a resource person for individual teachers. (pp. 20-21)

It is in this climate, with the multitudinous and fragmented responsibilities of the Department Head, that I propose to formulate a plan for a staff development program to meet the needs of the staff.

To reiterate, it is most necessary to have an understanding of the dynamics that curriculum, instruction, and supervision play and interplay, for the purpose of developing an effective staff development program at the building site, on the secondary level.

Continuously, reforms and counter-reforms dealing with educational excellence have inundated school systems throughout the country:

- 1) the early fifties: back to the basics;
- 2) the late fifties through the early sixties:
discipline-oriented curricula with emphasis in
math and science;
- 3) the late sixties through the early seventies:
relevance, humanize the curriculum;
- 4) the late seventies through the early eighties:
back to the basics;
- 5) the mid-eighties to the late eighties: back to
"academic excellence" with an emphasis in
math and sciences; and,

- 6) the nineties to the present: Goals for the next century are stressed. Next Century Schools and other education reformers focus on in setting new goals - existing standards must be raised; courses must be supplemented by emphasis on personal values, habits; curriculum reflects skills needed in the workplace.

The guiding belief that all children will be held to the same high standards and become lifelong learners is the mission of public education by local boards. The challenge to meet the 21st century is imprinted in the landmark Massachusetts Education Reform Act in June of 1993. It set forth a vision of change for Massachusetts' 900,000 public school students in 1800 schools. Its primary goal, the Massachusetts Common Core of Learning, reflects a shared responsibility of educating children within a framework of establishing high standards and expectations for all students.

The New Massachusetts Education Reform Law (1993), like A Nation At Risk (National Commission on Excellence in Education, 1983), Action For Excellence (1983), The Paideia Proposal (Adler, 1982), A Place Called School (Goodlad, 1984), and Schools Without Failure (Glasser, 1969) are all as relevant and up-to-date as John Dewey's Democracy and Education (1916), or John Dewey's (1964) "My Pedagogical Creed," in terms of self-proclaimed experts' exposes of what

schools and school systems were, are, ought to be, and should be. Again, since A Nation At Risk was published in 1983, a plethora of reports, books, and articles have been written on the topic of effective schools and instructional services. Notwithstanding all of the aforementioned immediate responses to improve local schools must be initiated at the classroom level by the Department Head as the instructional leader with an on-going school-based, building-level staff development program.

The Department Head as supervisor and instructional leader, must be an effective observer and evaluator of teacher performance and teacher effectiveness. One key indicator that the Department Head is effective in performing these tasks is the existence of an on-going, school-based, building-level staff development program. Toward this end, of becoming an efficient, effective, and productive instructional leader, the Department Head must integrate, sort out and translate the wealth of reports from panels, commissions, committees, books, and research on the dysfunction of, and the perceptions for, effective long-lasting educational change, into an on-going, school-based, building-level staff development program.

An effective development program will entail not only the observation and evaluation aspects of teacher performance, but will also include aspects that will assist teachers to deliver classroom instructional services that

will raise student performance. Relevancy at the building-level, of not only the results of student failure rates, but also administrative and other obstacles that prevent teachers from being effective (to motivate and instruct students), are issues that must be addressed and discussed openly. Teachers' awareness of these issues is an important foundation toward unifying staff to work cohesively and to create the collegiality necessary to improve classroom instructional services.

The Department Head as supervisor, instructional leader, and staff development implementer, must initiate these kinds of activities and discussions at faculty meetings, in-service programs, staff memos, one-to-one conferences (instruction and evaluation conferences), and at department meetings. The Department Head, most importantly, must be the facilitator, the conduit by and through which s/he can relate to and get effective results from the central administrator.

An overall certain climate, condition, milieu or "pre-motivation" must be established for positive, effective change to take place in the classroom. For example, one way of translating Maslow's (1962) theory of needs, safety and security is to set a high priority on students' discipline and attendance as obvious prerequisites to effective instruction. Before a person can concentrate on higher needs and self-actualization, according to Maslow, safety

and security should be satisfied. For secondary school teachers, student discipline and attendance needs must be addressed and satisfied if teachers are to be receptive to staff development activities that deal with the improvement of effective classroom instruction. Maslow's Hierarchy of Needs, Bloom's Taxonomy, Piaget's Stages of Development, Mastery Learning, Direct Instruction are but a few theories that can apply in working with teachers to foster effective classroom instruction.

Current research on effective instruction can be, and must be, converted into relevant staff development activities. Some examples of these are Rosenshine and Furst's research on effective classroom instruction in their work, The Appraisal of Teaching: Concepts and Process (1971); William Glasser's, Schools Without Failure (1969), The Quality School (1992), The Quality School Teacher (1993); John Goodlad's, A Place Called School (1984); Edward Fiske's, Smart Schools, Smart Kids (1991); and Louis Gerstner, Jr., Reinventing Education (1995).

Using acquired skills, creativity, and a wealth of research and resource materials, the Department Head as supervisor, instructional leader, and staff developer, must create a climate that is conducive to effective, positive, long-lasting change for teachers in the classroom. It is necessary to produce a climate that will spur on the teacher's motivation to learn and the teacher's willingness

to engage in staff development activities. Activities where there exists an exchange and interchange between the teacher and the Department Head regarding the principles of learning and staff development are necessary. And, all this will not occur unless joint responsibility is assumed by the teacher and the Department Head for evaluatory purposes in infusing effective, meaningful, and long-lasting change in the classroom.

In concert with this, there must exist a positive climate within which a teacher must function. The school building is the fulcrum that must be specifically addressed if meaningful, long-lasting change is to occur in the classroom. I strongly concur with Judith W. Little (1986) in stating that effective schools must have an exchange of self-criticism and a constant drive toward improvement. An effective school must have a reciprocal mutuality that involves teachers who collaborate with Department Heads in developing goals that stress student productivity and achievement. Research findings state that students benefit academically when their teachers share ideas, cooperate in activities, and assist with one another's intellectual growth (Bennett, 1986). High student achievement occurs in a school building that has high teacher morale and when teachers and administrators have a sense of shared/joint responsibility for the outcomes/goals of the school.

Children and adolescents learn and work more effectively when they are provided an atmosphere that supports and respects them as individuals. By words, actions, and attitudes the school administration must declare that the school supports relationships and communication of every staff member. I strongly believe in what James Comer (1980) affirms in his model that, given supportive environments, students thrive. This is also applicable for teachers. The key to Comer's success, which has to be one of the cornerstones of an effective staff development program is the way in which he improves the quality of relationships. Things are looked at with a no-fault approach. Everything that is done should be done in the student's best interest via the foundation of strong, personal teacher relationships.

In the past, staff development programs were usually initiated for school staff away from the school site. These programs were intended to assist teachers with remediation, give them "clues" for effective teaching, and to give them "credits," usually called "in-service credits," for promotion or pay raises.

Given the move away from centralization of authority, and the responsibility of curriculum and instruction under the domain of the Department Head, if there is to be any effective staff development, it should be at the school-site with the Department Head as the initiator. Dr. Atron Gentry

states that the related literature supports effective change at the school-site; ". . .the individual school is the optimal unit for effecting positive change. . ." (Gentry 1994, p. 129).

Historical Perspective of Staff Development

During the middle of the nineteenth century, formal, short-term lectures were conducted for teachers. The intent was to educate teachers in order that they would be better "prepared" for the classroom. During this time and up to the beginning of the twentieth century, staff development activities were focused as prescriptions to address and improve teacher effectiveness. The new innovations in science and the great migration of people to the United States initiated staff development summer courses intended to address these new responsibilities. Most of these staff development courses were not located at the school-based site.

During the early twentieth century, certification standards for teachers were mandated. The central focus of staff development during this period was to assist teachers in obtaining teacher certification and to improve instruction.

Recommendations for improvement in education, combined with critiques of the problems of education in America, was brought to light by the education reports of the 1980's. A Nation At Risk (National Commission on Excellence in

Education, 1983) criticize education calling for recommendations for improvement from all fronts: principals and superintendents; state and local officials; the Federal Government; and, educators, parents, and students. This Commission recommended the implementation of higher standards and expectations on the educational foundations of America--from the New Basics to more stringent college admission requirements. Among the recommendations to improve teacher effectiveness and performance is an adoption of an 11-month contract to ensure time for professional development, career ladders, salary increases, and master teacher programs.

In A Nation Prepared: Teachers for the 21st Century, the Carnegie Forum on Education and the Economy (1986) proclaims that the need for continuing education for teachers is necessary. In order to keep abreast of their specialized disciplines, teachers need staff development activities and programs.

Making the Grade (1983), states that teachers are isolated and are not respected. Sizer (1984) concurs and says teachers leave the profession and/or will not be effective if they are not respected and not autonomous. High School (1983), calls for improved teaching conditions, teacher recognition, and provisions for staff development/in-service opportunities.

In a Place Called School (1983), Goodlad says teachers must be given opportunities to work in collaboration with post-secondary institutions. He advocates that "school-based programs" should be developed to assist teachers with staff development. Adler (1982) suggests that teachers be better educated. Action for Excellence (1985) recommends that teachers be recognized and more respected. It also calls for career ladders and the development of more effective ways for teacher training.

The reform literature and the recommendations for educational reform state that staff development be mandated for teachers. It does, however, still place these activities away from the school-based site.

The emphasis of staff development once perceived as providing answers to address teacher inadequacies, is now more focused toward providing teachers professional, long-term growth to address new statewide and citywide learning standards and curriculum frameworks. This new emphasis is obvious and continues to grow at an increasing rate.

More and more researchers and educational reformers are in agreement that staff development programs must be at the core of teaching and learning--the school-based site. I fully concur with Sizer (1984) that teacher training should be school-based.

In order to keep current with rapidly developing changes in technology, global expansion, and educational

reforms, teachers view staff development as vital. Teachers state that they are interested in improving their teaching skills and effectiveness (Yarger, Howey, and Joyce, 1980).

"When given opportunities. . . teachers have enthusiastically acted to improve their instruction and their school's climate" (Jones and Maloy, 1988, p. 27).

Yet, give the aforementioned, teachers express their dissatisfaction with staff development programs. They are distrustful of top-down initiatives that seemingly support a trendy idea or approach. Teachers have indicated they are not receiving specific staff development activities that meet their needs. Teachers' perceptions of staff development are that it is a "waste of time" (McLaughlin and Marsh, 1978). As Jones and Maloy (1988) state,

From a teacher's perspective, both staff development and collaborative reforms often appear an invitation to run faster without gaining greater personal satisfaction (p. 28).

Teachers tend to get into a boring syndrome of day-to-day tedium with an attitude that reforms come and go (Jackson, 1968). Many teachers also feel isolate in their school climate, perpetuating practices that are ineffective, year after year.

. . . many teachers resign themselves to existing patterns, complain about their salary and status, and tolerate institutional failures to develop high quality education (Jones and Maloy, 1988, p. 26)

In order to be effective, a school-based plan must intentionally involve teachers in every aspect of its planning and implementation. Reform mandates alone cannot initiate long-lasting positive staff improvement. "Most proposed reforms affect only a small part of what happens in schools" (Sarason, 1982, p. 116).

When collaboration exists with students, parents, and administrators, as we evidenced in the Worcester Project, teachers feel empowered and a positive school climate emerges that helps teachers to feel empowered and less isolated and frustrated (Jones and Maloy, 1988). As Jones and Maloy (1988) state: "For changes to be implemented, teachers have to buy into a proposed innovation . . . " (p. 34).

My thesis and my conclusion is that, considering the recurring themes in the literature on professional development of teachers, a school-site staff development program would be most effective. In the reform literature and reports, staff development is defined as an important conduit necessary to improve the status of education at-large. Systemic reform plans must be developed and accomplished via staff development, school-based driven initiatives and activities at the school-based site. In this manner, it affords the staff opportunities to develop a program with an integrated shared vision.

Incorporating the way teachers feel about staff development combined with the Department Head, the building-based administrator, as a facilitator driven by a clear vision for effective instruction for the school, a building-based staff development program can be the most important component of instructional leadership. More than simply "job improvement plans," the staff development activities must be plugged into growth opportunities for teachers. There must be opportunities that include visions that are paramount to school development. Strategies focusing on real issues that face teachers daily will help us all to find opportunities and challenges to grow in the same direction that the school, with its teachers, wants to go.

Yet, as the failures of many reform efforts have shown, ". . . cooperation among teachers . . . cannot be mandated, it must be fostered through leadership, administrative support, and pride in professional accomplishments" (Jones and Maloy, 1988, p. 29). With the advent of reform bills mandating professional growth, collaboration must be encouraged between and among teachers if it is to be effective.

Since I began researching building-based staff development models, many states including Massachusetts have mandated on-going professional development for teachers. The Massachusetts Education Reform Act of 1993 has four main parts: Foundation Budget, Governance Structure, Enhanced

Professionalism, and New Standards and Programs that ensure high achievement for all students. The Enhanced Professionalism section seeks to enhance the quality of all educational personnel by requiring teachers to engage in ongoing professional development. In addition, tenure has been replaced with an "expedited" dismissal process. Every teacher must have an Individual Development Plan (IDP) in place. The implementation of The Education Reform Act of 1993, and the particular aspect of "Enhanced Professionalism" means that a site-based professional development plan would be in the educators' and schools' direct interest.

Declining financial resources, increased students' needs (violence, suicides, pregnancies), and multicultural/diverse student populations demands greater teacher effectiveness and accountability and a plan of action for the reform of staff development. If forward looking educators assist ". . . tomorrow's adults - the next generation who will go to work, raise families, buy houses, vote in elections, perhaps go off to war" (Gentry 1994, p. 1), they must start at the core, the school site and assist teachers via a strong, supportive staff development program. In this view, ". . . teachers have the basic right to expect to work in an institutional setting in which renewal can be an ongoing process. . ." (Gentry 1994, p. 137).

It is in this climate that I propose to conduct and study this project as a means of acquiring the data necessary to develop a plan for promoting the implementation of a feasible urban high school on-site staff development program. Under these conditions of necessity, a school-site-based staff development program is relevant, viable, supportive of the faculty, and supported by the day-to-day practitioner.

C H A P T E R III

RESEARCH PROCEDURES

Introduction

This case study focuses on the formulation of a staff development plan at an urban high school with special attention on the role of the Department Head in creating and managing change. Based on the review of the literature, and the current climate of declining financial resources, and reform and restructuring initiatives, along with survey data obtained from teachers, I will set forth a clear vision of what a staff development plan would look like in the eyes of the teaching staff. The research will employ a questionnaire instrument to aid in the description of the development and format for the design of the staff development plan.

School and Community Demographics

I am a Department Head at an urban high school in a major northeastern city. While this school is part of a large school system, it has many of the characteristics of a "neighborhood school." In effect, it is one building housing many schools which arise from the several programs offered. A certain proportion of local students choose to attend Catholic high schools that are located close to or in the area.

Under a federal desegregation order, students are bussed to this school because they choose a magnet program. The combined impact from court-ordered busing, Proposition 2-1/2 and declining enrollment has impacted upon the school's programs. Over the past ten years there has been an exodus of longtime residents and a corresponding influx of families of lower socio-economic status. A demographic analysis of the 1990 census shows the following: while the White population of this city has dropped from 93.6% to 75.8% since 1980, the Hispanic population grew from 3.4% to 17.6%, the Asian population grew from .4% to 3.8%, and the African-American population grew from .4% to 2.1%. Although non-white minorities now comprise a total of 24% of this neighborhood's residents, there is anecdotal evidence that the rate of change has increased in the years from 1990-1994, and that 24% under-represents the actual figure.

With these observations in mind, the following characteristics are drawn:

- 1) the mean household income for residents of this neighborhood is lower than any other section of the city;
- 2) the poverty rate in this neighborhood rose from 17% to 19% while it fell in every other section of the city except for two;

- 3) nearly 25% of the population of this city is foreign born, a statistic that compares with 20% for the city as a whole;
- 4) the percentage of professional and managerial workers in this section of the city's labor force was the lowest at 18.3%, as compared to the citywide average of 32.7%; and
- 5) census figures also show that the 8% of this section of the city's residents with four or more years of college was the lowest percentage as compared to the citywide average of 30%.

The regular per-pupil expenditure for this school was \$5,102 in fiscal year 1991-1992, while the state average for high schools was \$5,081. Educational funds from local taxation were 75% (33% of the local property tax), state sources were 14%, and federal sources were 11%.

Since the 1988-1989 school year, the school population has changed from 69% White, 20% African-American, and 11% other to 39% White, 25% African-American, 28% Hispanic, 7% Asian, and 1% other. As with the community, decreases in the numbers of whites correspond with increases in the numbers of Hispanic and Asians.

The early 1990's witnessed the establishment of a bilingual program with a growing segment of the students classified with no or limited-English-proficiency. The school offers a magnet theme, a comprehensive education

program, a college preparatory program, and a general arts program.

In summary, this is a school in transition. Technological advances, demographic changes, and economic forces are at work within the school and the community. This school's response has been for its staff to adapt systematically to these externals. Evolving from a monocultural, comprehensive high school, the staff has adjusted to a school that is developing into one that is multicultural, racially diverse, and focused on meeting the identified needs of its student body.

Recognizing that within the programs I supervise, there were disaffected students who did not meet these requirements and yet who needed entry-level, school to work, hands on experience in the travel industry, I sought out grant money so that I could meet the needs of those students.

After writing a grant proposal for The School, we received funding for a three-year program which I now supervise and manage. I had the overall responsibility of developing a curriculum, hiring new staff, staff training, ordering equipment, setting up a computer laboratory with the hardware, software, and educational materials, and generally managing all the facets of this new program.

This is only one facet of the ever-changing roles of Department Heads which requires us to meet all needs of

teachers, students, and budgetary problems with the impacts on staffing and programs.

Combined with the changing role of the Department Head, the changes brought about by the school and community demographics, the school staff has the obvious responsibility of responding to the impact of the New Education Reform Act of 1993. The mandated enhanced professionalism component of this Act calls for the provision of staff development activities for individual teacher growth. As on-site curriculum administrators, the Department Heads are the most obvious purveyors of all the available staff development information and the obvious choice to translate the state mandates into an effective and viable program. The one common factor in my ever-changing role to meet the diverse needs of the staff and the school at-large is a need for staff development that I, as the on-site administrator, am most able to fill. This is the focus of this dissertation study.

Within the framework of presenting an integrated view of the responsibilities of the Department Head as an effective manager (an initiator, responder) within the educational milieu of an urban high school setting, it presents me with an opportunity to become a change agent, facilitating change with broad-based dimensions, structuring and providing the school with effective curriculum designs, guiding and supporting teachers, and developing and managing

programs designed to effect school improvement and productivity.

Methodology

In order to document what teachers regard as most essential for an effective model of a school-based staff development program, employing questionnaires, I surveyed secondary school teachers at an urban high school within my school district with the demographics previously described. I confined my questionnaire and survey within these parameters as in other schools and other school systems the role of the Department Heads has several different meanings and job requirements.

Topics were included in the questions composed in the two-part questionnaire that were designed to elicit responses which would express the teachers' views about what the literature on school change defines as an effective staff development program. According to the literature, staff development programs need:

1. A shared, vision of what a staff development program would look like in the eyes of the staff
2. A Pre-Planning Stage includes topics to be prioritized for staff development activities which include:
 - a. Needs Assessment (students, staff needs);
 - b. Topics for staff development from staff members;

c. Themes of activities.

3. A Planning Stage

- a. Reciprocity and mutual support of staff addressing specific ideas to define the objectives, goals, activities for the program;
- b. Facilitators of meetings to be decided upon;
- c. Conducive meeting places where meetings will be conducted;
- d. Evaluative techniques to judge the effectiveness of the program.

4. The Implementation Stage

- a. Approved activities, topics, issues presented via approved methods by staff (experts from colleges/universities, practitioners in the field, school staff);
- b. Presentations, demonstrations, discussions, participant-directed inquiry;
- c. Inquiry of five categories of techniques for delivering successful staff development activities:
 - authoritative
 - presentations
 - tutorial study
 - guided study
 - demonstration approaches, and
 - independent study.

My goal is to find out how teachers in one building responded to general principles of effective staff development in terms of their particular educational setting.

General Design

Utilizing survey techniques, this study summarizes and analyzes responses from the two-part questionnaire. Sixty-seven questionnaires were distributed; sixty-four school teachers at one urban high school returned the questionnaires, and thus participated in the study.

The collection of data included a needs assessment of teachers' needs, teachers' reactions to staff development in the past, and a rank ordered list of staff development priority topics which may be utilized as a guide for staff development activities. The data also included teachers' reactions to the New Education Reform Act in terms of the Enhanced Professionalism mandate for professional growth.

The questionnaire developed in this intensive case study is the primary instrument for gathering data from teacher respondents. This data was analyzed to ascertain and utilize teacher priorities, relevant topics, expertise, and interests needed to plan for a building-based staff development program at an urban high school.

Construction and Description of the Instrument

The questionnaire was developed in order to ascertain teachers' responses for the purpose of addressing the

problem in cooperatively developing a school-based staff development plan. "A variety of useful information can be gained through the use of questionnaires. . . techniques are used extensively in the research literature" (Wolpert, 1991, p. 172). A committee composed of educators reviewed the format and items of the questionnaire before it was developed and validated. The format of the instrument included a combination of closed and open form questions.

The School-Based Staff Development Program Questionnaire (SBSDPQ) (Appendix C) consists of two sections:

Part A: was composed of five questions pertaining to demographic information which, aside from specific descriptive statistics were not employed in the analyses to ensure anonymity of subjects (see Tables 1, 2, and 3).

Part B: a survey of fifty questions with sub-topics consisted of one hundred and thirty-one overall mean responses. The respondents were requested to indicate their level of agreement/disagreement for each item as follows:

"1" = strongly agree

"2" = agree

"3" = uncertain

"4" = disagree

"5" = strongly disagree

Respondents were presented with a choice of possible answers with spaces which also provided for written responses and comments.

Anonymity of the participants was ensured and participation was voluntary so that there would be no threat to the validity of the responses.

In order to achieve the goals of this dissertation, key questions were included in various sections of the instrument:

1. Personal Data - Career Information;
2. Past Experiences regarding staff development participation;
3. An examination of teacher needs for staff development and support;
4. Teacher priorities for topics to be addressed in a staff development program;
5. Teacher reactions and recommendations concerning the Enhanced Professionalism mandate of the New Education Reform Act.

The intent of the open form items is to gather information that may be revealed and pertinent and not tapped by the closed form questions.

Controlling for Reliability

The items on the questionnaire were clearly defined. The two major formats utilized in the questionnaire were (1) Closed Form, and (2) Open Form. The Closed Form presented

items without ambiguity which required a degree of either a positive or negative response with also a choice for an uncertain response. The Open Form provided a space with each question for a written response.

Reliability was enhanced because the ambiguities were identified and omitted, this researcher and the participants speak the "same language, share the same beliefs, and had had similar background experiences" (Wolpert, 1991, p. 182).

Controlling for Validity

In attempting to control validity, various concerns were addressed. The rate of return of questionnaires may, oftentimes, impede the responses actually reflecting the opinions of the majority of the sample. ". . . in general the lower the return rate the less confidence we can have that the returned questionnaire represents adequate data" (Wolpert, 1991, p. 182). The return rate in this particular study is 95.5%.

Validity is well controlled by simplicity. The response categories that were utilized in this instrument are often used in educational research, they elicit simple responses with an opportunity for written responses, and should assist with the validity.

This researcher has developed long-term, respectful, positive and professional relationship with the respondents. Combined with administering the measurement instrument

properly in a non-threatening manner and ensuring anonymity, all contribute to the validity.

The Sample

All teachers at one urban high school were forwarded and asked to complete and return the questionnaire via a cover letter. The respondents were sixty-four teachers, seven of whom are half-time housemasters and teach for the other half-time, one full-time guidance counselor and one part-time Spanish bilingual guidance counselor. Three of the teachers did not respond.

Two-thirds of the faculty hold master's degrees or beyond, one-third of the faculty has a minimum of twenty five years of teaching experience, another third has between ten and nineteen years of experience, and the remainder has less than ten years.

Each member of the faculty was given questionnaires and asked to complete and return them anonymously in a designated mail box.

Gathering the Data

All teachers were requested to complete and return the questionnaire before, but no later than, two weeks after receiving it.

As this researcher is a Department Head in the school in which the study was conducted, I took steps to ensure anonymity. This situation had the possibility of

threatening the validity and was controlled and enhanced by ensuring anonymity verbally and in a cover letter. The questionnaire was not returned or collected by hand. Respondents were asked to return them at a designated mail box to ensure that the researcher or the school system would not have knowledge of each individual's responses.

Analysis of the Data

The purpose of this study, which is descriptive in nature, was to ascertain and identify teachers' responses in working collaboratively to develop a school-site, building-based staff development program.

The responses to the items delineated in the methodology and the design of the study was tabulated and analyzed. The data was calculated to determine the rank-ordered teacher priorities, interests, and concerns that were utilized in identifying the delivery method and format teachers document that should determine the content of a building-based staff development program.

The response frequencies and percentages (see Table 4), overall means (see Table 5), and rank ordering of means (see Table 6) was computed for all possible responses to each question in the School-Based Staff Development Program Questionnaire (SBSDPQ). The questionnaire can be seen in Appendix C.

Frequency counts (with corresponding percentages) were first computed for each of the five experimental conditions

for Part B for all respondents ($N=64$), as can be seen in Table 4. Mean overall responses were then computed for each question in Part B ($N=131$, see Table 5). These mean overall responses were then rank ordered as can be seen in Table 6. A Cluster analyses was performed on Part B (see Table 7 and 8).

C H A P T E R I V

RESULTS OF THE STUDY

Introduction

The School Based Staff Development Program Questionnaire (SBSDPQ) in this case study was conducted at one urban high school in the northeast section of the United States. Its purpose is to identify and ascertain teachers responses in establishing a clear, shared vision of what a collaborative staff development program would be at a school-site level.

Furthermore, this study will be descriptive of what teachers define as relevant and appropriate to be included in the development of this program.

Part A: Demographic Information

A total of sixty-seven questionnaires were distributed to faculty members with the cover letter displayed in Appendix B. Of these, sixty-four (95.5%) were returned. The structure of the questionnaire was such that all respondents were first presented with a short demographically-oriented form (Part A) consisting of five questions (see Appendix C). To encourage a sense of safety regarding the respondents anonymity in this familiar setting of which this researcher was a member, respondents were informed that this page of information would be separated from the remainder of their responses.

Of the sixty-four subjects, 26 (40.6%) were male and thirty-eight (59.4%) were female. A chi-squared analysis indicated that the difference in frequency between male and female respondents was not significant, suggesting that this factor might not have interacted with responses to the SBSDPQ.

Teaching Experience

Twenty-one (32.8%) respondents had a minimum of twenty-five years of teaching experience (response value of "1"), 21 (32.8%) had from 10-19 years of teaching experience (response value of "2"), and 22 (34.4%) had less than 10 years of teaching experience (response value of "3"). This information is listed in Table 1. A chi-squared analysis of the three categories for teaching experience indicated that the deviation of the observed frequencies from the expected frequencies was not significant. The mean response value was 2.02 (SD=0.82), suggesting a very balanced categorical distribution with a central tendency for teaching experience to range from 10-19 years. Again, this suggests that teaching experience might not have interacted with the respondents' responses on the SBSDPQ.

Education Level

Twenty-one (32.8%) respondents held at least a Bachelor's Degree, but had not achieved the educational level of a Master's Degree (response value of "1"). Forty-two (65.6%) respondents held at least a Master's Degree, but

Table 1
Teaching Experience of SBSDPQ Respondents

Teaching Experience (Years)	Number of Subjects (N=64)	Percent of Subjects (%)
25 or more	21	32.8
10-19	21	32.8
Less than 10	22	34.4

had not achieved the educational level of a Doctorate (response value of "2"). One (1.6%) respondent held a Doctorate (of Education; response value of "3"). Table 2 lists respondents' educational levels with the number of teachers falling into each category. A chi-squared analysis indicated that the deviation of the observed frequencies from the expected frequencies was highly significant ($p < .01$), suggesting that differences in educational level might have interacted with responses to the SBSDPQ. Table 3 demonstrates the breakdown of teachers by department, indicating the placement within the table of those members contacted who did not respond ($n=3$). Teachers responded from all existing departments within this case study in proportion to the size of each department. No significant remarks were recorded for question number five.

Table 2
Educational Levels of SBSDPQ Respondents

Educational Level	Number of Subjects (N=64)	Percent of Subjects (%)
Bachelor's Degree (or greater)	21	32.8
Master's Degree (or greater)	42	65.6
Doctorate	1	1.6

Part B

Response frequencies and percentages for each of the five levels of each questions can be seen in Table 4. Mean "agreement" responses can be seen in Table 5, ordered by question number, or in Table 6, ordered by mean response rank. In Table 6, questions are listed in descending order of agreement (e.g., first question listed had responses in strongest agreement with its topic while the last question listed had responses in strongest disagreement with its topic). Again, as can be seen in Appendix C, this survey was composed of 50 questions with sub-topics (consisting of 131 responses), and requested subjects to indicate their level of agreement/disagreement for each item (1=strongly agree, 2=agree, 3=uncertain, 4=disagree, and 5=strongly disagree. The mean of the distribution of the 131 mean scores is 2.33 and the median is 1.83, with a minimum value of 1.03 and a maximum value of 4.95 (SD=1.15).

Table 3

Department/Discipline of SBSDPQ Respondents

Department or Discipline	Number of Subjects (N=64)	Percent of Subjects (%)
English/Language Arts	6	9.37
Reading	3	4.68
Mathematics	8	12.50
Science	6	9.37
Computer Technology	2	3.12
Social Studies	4	6.25
Bilingual/E.S.L.	10	15.62
World Languages	3	4.68
The Academy Program	5	7.81
Special Education	*11	17.18
Fine Arts	1	1.56
Theatre Arts	1	1.56
JROTC	*3	4.68
Health/Physical Ed	*1	1.56

Table 4

SBSDPQ Response Frequencies (n) and
Percentages (%) by "Agreement" Categories

	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
Question	(1)		(2)		(3)		(4)		(5)	
Number	n	%	n	%	n	%	n	%	n	%
1	62	96.9	2	3.1						
2							3	4.7	61	95.3
3					2	3.1	2	3.1	60	93.8
4					1	1.6	1	1.6	62	96.9
5	49	76.6	11	17.2	4	6.3				
6			19	29.7	6	9.4	39	60.9		
7					10	15.6	9	14.1	45	70.3
8a							9	14.1	55	85.9
b					11	17.2	13	20.3	40	62.5
c			10	15.6	22	34.4	32	50.0		
d	54	84.4	10	15.6						
e							7	10.9	57	89.1
9a			15	23.4	4	6.3	24	37.5	21	32.8
b	33	51.6	27	42.2	1	1.6	3	4.7		
c	58	90.6	3	4.7	3	4.7				
10a	11	17.2	34	53.1	9	14.1	10	15.6		
b			1	1.6	1	1.6	55	85.9	7	10.9
c			31	48.4	22	34.4	11	17.2		
d	7	10.9	15	23.4	18	28.1	17	26.6	7	10.9
e	2	3.1	6	9.4	8	12.5	44	68.8	4	6.3
f	28	43.8	26	40.6	9	14.1	1	1.6		
11a	1	1.6	4	6.3	7	10.9	51	79.7	1	1.6
b			2	3.1	3	4.7	30	46.9	29	45.3
c	34	53.1	28	43.8	2	3.1				
d	1	1.6	5	7.8	7	10.9	49	76.6	2	3.1
12a	7	10.9	28	43.8	19	29.7	7	10.9	3	4.7
b	3	4.7	10	15.6	6	9.4	39	60.9	6	9.4
c	2	3.1	18	28.1	10	15.6	32	50.0	2	3.1
d	7	10.9	23	35.9	5	7.8	26	40.6	3	4.7
e	17	26.6	43	67.2	4	6.3				
13a	25	39.1	37	57.8	2	3.1				
b	26	40.6	36	56.3	2	3.1				
c	21	32.8	41	64.1	2	3.1				
d			1	1.6	2	3.1	39	60.9	22	34.4

Continued

Table 4 Continued

e	39	60.9	25	39.1						
14a			9	14.1	16	25.0	33	51.6	6	9.4
b	18	28.1	44	68.8	2	3.1				
c					19	29.7	31	48.4	14	21.9
d					3	4.7	37	57.8	24	37.5
15a	4	6.3	44	68.8	9	14.1	7	10.9		
b	15	23.4	20	31.3	11	17.2	10	15.6	8	12.5
c	14	21.9	27	42.2	18	28.1	3	4.7	2	3.1
d	23	35.9	27	42.2	8	12.5	6	9.4		
e	4	6.3	17	26.6	17	26.6	22	34.4	4	6.3
16a	23	35.9	29	45.3	7	10.9	3	4.7	2	3.1
b	19	29.7	34	53.1	6	9.4	4	6.3	1	1.6
c	11	17.2	23	35.9	26	40.6	2	3.1	2	3.1
17a	14	21.9	19	29.7	29	45.3	1	1.6	1	1.6
b	19	29.7	23	35.9	19	29.7	2	3.1	1	1.6
c	17	26.6	16	25.0	27	42.2	3	4.7	1	1.6
18a	24	37.5	39	60.9	1	1.6				
b	22	34.4	31	48.4	8	12.5	3	4.7		
c	33	51.6	31	48.4						
d	21	32.8	33	51.6	7	10.9	3	4.7		
e	14	21.9	32	50.0	9	14.1	7	10.9	2	3.1
19a	12	18.8	38	59.4	7	10.9	3	4.7	4	6.3
b	25	39.1	32	50.0	6	9.4	1	1.6		
c	26	40.6	32	50.0	4	6.3	2	3.1		
d			8	12.5	31	48.4	21	32.8	4	6.3
20	49	76.6	15	23.4						
21	51	79.7	13	20.3						
22			3	4.7	7	10.9	52	81.3	2	3.1
23	10	15.6	52	81.3	1	1.6	1	1.6		
24	53	82.8	9	14.1	2	3.1				
25	26	40.6	29	45.3	9	14.1				
26	27	42.2	31	48.4	6	9.4				
27a	25	39.1	39	60.9						
b	33	51.6	31	48.4						
c	19	29.7	44	68.8	1	1.6				
d							17	26.2	47	73.4
e							15	23.4	49	76.6
28	15	23.4	32	50.0	16	25.0	1	1.6		

Continued

Table 4 Continued

29a	12	18.8	47	73.4	3	4.7	2	3.1		
b	2	3.1	17	26.6	7	10.9	38	59.4		
c	10	15.6	18	28.1	13	20.3	23	35.9		
30a	47	73.4	16	25.0	1	1.6				
b			4	6.3	3	4.7	38	59.4	19	29.7
c	22	34.4	38	59.4	1	1.6	3	4.7		
31a	18	28.1	38	59.4	2	3.1	6	9.4		
b			10	15.6	3	4.7	40	62.5	11	17.2
c			9	14.1	2	3.1	26	40.6	27	42.2
32	33	51.6	29	45.3	2	3.1				
33a	34	53.1	26	40.6	4	6.3				
b	13	20.3	43	67.2	5	7.8	3	4.7		
c	51	79.7	13	20.3						
d	55	85.9	9	14.1						
e	11	17.2	32	50.0	18	28.1	3	4.7		
f	49	76.6	15	23.4						
34a	10	15.6	52	81.3	2	3.1				
b					2	3.1	53	82.8	9	14.1
c	32	50.0	21	32.8	7	10.9	4	6.3		
d	51	79.7	11	17.2	2	3.1				
e	41	64.1	19	29.7	3	4.7	1	1.6		
35a	38	59.4	22	34.4	4	6.3				
b	35	54.7	26	40.6	3	4.7				
c	33	51.6	29	45.3	2	3.1				
36a	28	43.8	32	50.0	4	6.3				
b	31	48.4	32	50.0	1	1.6				
c	33	51.6	30	46.9	1	1.6				
37a	18	28.1	43	67.2	2	3.1				
b	19	29.7	43	67.2	2	3.1				
c	26	40.6	36	56.3	2	3.1				
d	25	39.1	37	57.8	1	1.6	1	1.6		
38	58	90.6	6	9.4						
39	52	81.3	12	18.8						
40	16	25.0	43	67.2	5	7.8				
41					3	4.7	15	23.4	46	71.9
42	18	28.1	42	65.6	2	3.1	2	3.1		
43	21	32.8	32	50.0	8	12.5	3	4.7		
44a	10	15.6	41	64.1	9	14.1	4	6.3		

Continued

Table 4 Continued

b			3	4.7	7	10.9	53	82.8	1	1.6
c			2	3.1	4	6.3	52	81.3	6	9.4
d	9	14.1	45	70.3	5	7.8	5	7.8		
e			4	6.3	6	9.4	45	70.3	9	14.1
45a	23	35.9	37	57.8	3	4.7	1	1.6		
b	31	48.4	32	50.0	1	1.6				
c	28	43.8	35	54.7	1	1.6				
46a	49	76.6	15	23.4						
b	42	65.6	21	32.8	1	1.6				
c	37	57.8	26	40.6	1	1.6				
d	33	51.6	29	45.3	2	3.1				
e	47	73.4	17	26.6						
47a	41	64.1	21	32.8	2	3.1				
b	32	50.0	31	48.4	1	1.6				
c	46	71.9	18	28.1						
d	42	65.6	21	32.8	1	1.6				
48	49	76.6	14	21.9	1	1.6				
49a	59	92.2	5	7.8						
b	56	87.5	8	12.5						
c	57	89.1	7	10.9						
50	52	81.3	11	17.2	1	1.6				

Table 5

SBSDPQ Mean "Agreement" Responses
by Question Number (#)

#	Mean	#	Mean	#	Mean	#	Mean	#	Mean
1	1.03	12c	3.22	18e	2.23	32	1.52	43	1.89
2	4.95	d	2.92	19a	2.20	33a	1.53	44a	2.11
3	4.91	e	1.80	b	1.73	b	1.97	b	3.81
4	4.95	13a	1.64	c	1.72	c	1.20	c	3.97
5	1.30	b	1.63	c	3.33	d	1.14	d	2.09
6	3.31	c	1.70	20	1.23	e	2.20	3	3.92
7	4.55	d	4.28	21	1.20	f	1.23	45a	1.72
8a	4.86	e	1.39	22	3.83	34a	1.88	b	1.53
b	4.45	14a	3.56	23	1.89	b	4.11	c	1.58
c	3.34	b	1.75	24	1.20	c	1.73	46a	1.23
d	1.16	c	3.92	25	1.73	d	1.23	b	1.36
e	4.89	d	4.33	26	1.67	e	1.44	c	1.44
9a	3.80	15a	2.30	27a	1.61	35a	1.47	d	1.52
b	1.59	b	2.63	b	1.48	b	1.50	e	1.27
c	1.14	c	2.25	c	1.72	c	1.52	47a	1.39
10a	2.28	d	1.95	d	4.73	36a	1.63	b	1.52
b	4.06	e	3.08	e	4.77	b	1.53	c	1.28
c	2.69	16a	1.94	28	2.05	c	1.50	d	1.36
d	3.03	b	1.97	29a	1.92	37a	1.77	48	1.25
e	3.66	c	2.39	b	3.27	b	1.73	49a	1.08
f	1.73	17a	2.31	c	2.77	c	1.63	b	1.13
11a	3.73	b	2.11	30a	1.28	d	1.66	c	1.11
b	4.34	c	2.30	b	4.13	38	1.09	50	1.20
c	1.50	18a	1.64	c	1.77	39	1.19		
d	3.72	b	1.88	31a	1.94	40	1.83		
12a	2.55	c	1.48	b	3.81	41	4.67		
b	3.55	d	1.88	c	4.11	42	1.81		

Table 6

SBSDPQ Mean "Agreement" Responses
by Rank Order of Question Number (#)

#	Mean	#	Mean	#	Mean	#	Mean	#	Mean
1	1.03	34e	1.44	19c	1.72	33e	2.20	31b	3.81
49a	1.08	35a	1.47	34c	1.73	19a	2.20	44b	3.81
38	1.09	27b	1.48	19b	1.73	18e	2.23	22	3.83
49c	1.11	18c	1.48	10f	1.73	15c	2.25	14c	3.92
49b	1.13	36c	1.50	37b	1.73	10a	2.28	44e	3.92
33d	1.14	11c	1.50	25	1.73	15a	2.30	44c	3.97
9c	1.14	35b	1.50	14b	1.75	17c	2.30	10b	4.06
8d	1.16	32	1.52	30c	1.77	17a	2.31	34b	4.11
39	1.19	47b	1.52	37a	1.77	16c	2.39	31c	4.11
33c	1.20	35c	1.52	12e	1.80	12a	2.55	30b	4.13
21	1.20	46d	1.52	42	1.81	15b	2.63	13d	4.28
24	1.20	36b	1.53	40	1.83	10c	2.69	14d	4.33
50	1.20	33a	1.53	18d	1.88	29c	2.77	11b	4.34
20	1.23	45b	1.53	34a	1.88	12d	2.92	8b	4.45
33f	1.23	45c	1.58	18b	1.88	10d	3.03	7	4.55
34d	1.23	9b	1.59	43	1.89	15e	3.08	41	4.67
46a	1.23	27a	1.61	23	1.89	12c	3.22	27d	4.73
48	1.25	13b	1.63	29a	1.92	29b	3.27	27e	4.77
46e	1.27	36a	1.63	16a	1.94	6	3.31	8a	4.86
30a	1.28	37c	1.63	31a	1.94	19d	3.33	8e	4.89
47c	1.28	13a	1.64	15d	1.95	8c	3.34	3	4.91
5	1.30	18a	1.64	16b	1.97	12b	3.55	4	4.95
47d	1.36	37d	1.66	33b	1.97	14a	3.56	2	4.95
46b	1.36	26	1.67	28	2.05	10e	3.66		
47a	1.39	13c	1.70	44d	2.09	11d	3.72		
13e	1.39	45a	1.72	44a	2.11	11a	3.73		
46c	1.44	27c	1.72	17b	2.11	9a	3.80		

A cluster analysis ($F(4,126)=920.20$, $p=0$), separating out five distinct clusters orienting around each of the five experimental conditions, was highly significant (see Table 7). In Table 7, questions are listed under the cluster they fall into, with the column heading number indicative of the corresponding response category (e.g., questions listed under column "1" are the questions which clustered together as most strongly agreed with, while questions listed under column "5" are the questions which clustered together as most strongly disagreed with).

Table 8 lists the overall statistics for each cluster. Cluster 1 has a mean value of 1.38, with a minimum of 1.03 and a maximum of 1.66 ($SD=0.18$)--this cluster represents the topics that respondents tended to "strongly agree" with.

Cluster 1 has a mean value of 1.38, with a minimum of 1.03 and a maximum of 1.66 ($SD=0.18$)--this cluster represents the topics that respondents tended to "strongly agree" with.

Cluster 2 has a mean value of 1.95, with a minimum of 1.67 and a maximum of 2.39 ($SD=0.21$)--this cluster represents the topics that respondents tended to "agree" with.

Cluster 3 has mean value of 3.01, with a minimum of 2.55 and a maximum of 3.34 ($SD=0.28$)--this cluster represents the topics that respondents tended to feel "uncertain" about.

Table 7

Questions Composing SBSDPQ Mean
"Agreement" Response Clusters

1	2	3	4	5
1	10a, f	6	9a	2
5	12e	8c	10b, e	3
8d	13c	10c, d	11a, d	4
9b, c	14b	12a, c, d	12b	7
11c	15a, c, d	15b, e	14a, c	8a, b, e
13a, b, e	16a, b, c	19d	22	11b
18a, c	17a, b, c	29b, c	30b	13d
20	18b, d, e		31b, c	14d
21	19a, b, c		34b	27d, e
24	23		44b, c, e	41
27a, b	25			
30a	26			
32	27c			
33a, c, d, f	28			
34d, e	29a			
35a, b, c	30c			
36a, b, c	31a			
37c, d	33b, e			
38	34a, c			
39	37a, b			
45b, c	40			
46a, b, c, d	42			
47a, b, c, d	43			
48	44a, d			
49a, b, c	45a			
50				

Table 8

Mean "Agreement" Response Cluster Statistics

Cluster	Mean	Minimum	Maximum	S.D.
1 Strongly Agree	1.38	1.03	1.66	0.18
2 Agree	1.95	1.67	2.39	0.21
3 Uncertain	3.01	2.55	3.34	0.28
4 Disagree	3.86	3.55	4.13	0.18
5 Strongly Disagree	4.67	4.28	4.95	0.24

Cluster 4 has a mean value of 3.86, with a minimum of 3.55 and a maximum of 4.13 (SD=0.18)--this cluster represents the topics that respondents tended to "disagree" with.

Cluster 5 has a mean value of 4.67, with a minimum of 4.28 and a maximum of 4.95 (SD=0.24)--this cluster represents the topics that respondents tended to "strongly disagree" with. The skew of the distribution of mean responses is reflected in the tendency of the mean for Cluster 5 to more weakly reflect its correspondent of "strongly disagree" while the mean for Cluster 1 tend to more strongly represent its correspondent of "strongly agree."

A summary of the profiles for Analysis and synthesis of responses according to level of "agreement" by question number and prioritized classification - Part B follows in Tables 9-15.

Table 9

Classification: "Who Should Be Responsible for Planning,
Conducting, and Instructing A School-Based
Staff Development Program?"

Survey Question	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>
3. Staff development should be planned by administrators at the school site.....	0.....	3.1.....	96.8
4. Staff development activities should be planned by administrators outside the school site.....	0.....	1.5.....	98.3
5. Staff development activities should be planned by teachers at the same school site.....	93.6.....	6.2.....	0
6. Staff development activities should be planned by consultants and/or university professors.....	29.6.....	9.3.....	60.9
7. The content of staff development should be determined by zone/central administrators.....	0.....	15.6.....	84.3
8. The decision to have a staff development program should be determined by:			
a. the State Dept. of Ed.....	0.....	0.....	99.0
b. zone/central administrators.....	0.....	17.1.....	82.8
c. consultants/universities.....	15.6.....	34.3.....	50.0
d. teachers from within the school site.....	99.9.....	0.....	0
e. teachers from outside the school site.....	0.....	0.....	99.9

Continued

Table 9 Continued

10.	The instructors for a staff development program should be:			
	a. the school administrators from within.....	70.2.....	14.0.....	15.6
	b. the zone/central admin.....	1.5.....	1.5.....	96.8
	c. consultants/college, university profs.....	48.4.....	34.3.....	17.1
	d. teachers from the school site.....	39.3.....	28.1.....	37.4
	e. teachers from outside the school site.....	12.4.....	12.5.....	74.9
	f. a combination of the above.....	84.3.....	14.0.....	1.5
12.	The delivery of services/activities for a staff development program should be conducted via:			
	a. peer observation.....	54.6.....	29.6.....	15.5
	b. lecture.....	20.2.....	9.3.....	70.2
	c. discussions.....	31.2.....	15.6.....	53.1
	d. teacher modeling of skills.....	46.8.....	7.8.....	45.2
	e. a combination of the above methods.....	93.6.....	6.2.....	0
28.	Teachers prefer that their peers plan and deliver staff development programs.....	73.4.....	25.0.....	1.5
32.	From my past experiences with staff development activities, a shared vision of what a staff development program should be, designed and implemented by teachers at the school-site, would be the most effective manner in affecting teacher long-term professional growth.....	96.8.....	3.1.....	0

Table 10

Classification: "What Should the Design and Format Consist of in a School-Based Staff Development Program?"

Survey Question	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>
13. The design of the staff development program should be conducted in the following format:			
a. credit, professional development points oriented.....	96.8	3.1	0
b. job-related.....	96.8	3.1	0
c. personal professional development.....	96.8	3.1	0
d. general in nature.....	1.5	3.1	95.2
e. specific to address classroom needs.....	99.9	0	0
15. I prefer the following to be included in a staff development program:			
a. lectures.....	74.9	14.0	10.9
b. presentations.....	54.6	17.1	28.1
c. role playing.....	63.9	28.1	7.7
d. case studies.....	78.0	12.5	9.3
e. readings.....	32.7	26.5	40.5
f. COMMENT(S) Section: 92.2% (59 respondents) wrote: A combination of the above.			

Continued

Table 10 Continued

16.	I believe that staff development programs should encompass:			
a.	observing others teach.....	81.2.....	10.9.....	7.7
b.	practicing new methodologies with coaching.....	82.7.....	9.3.....	7.7
c.	evaluating other performance.....	53.0.....	40.6.....	6.2
d.	other.....	0.....	0.....	0
17.	Staff development should more familiarize teachers with:			
a.	standardized tests.....	51.4.....	45.3.....	3.0
b.	criterion vs norm-referenced tests.....	65.5.....	29.6.....	4.6
c.	PSAT/SSAT/SAT tests.....	42.5.....	42.1.....	6.1
d.	other.....	0.....	0.....	0
27.	Staff development should be designed to address:			
a.	suggestions on how to deal with continuing problems.....	99.9.....	0.....	0
b.	long-term developmental teacher needs.....	99.0.....	0.....	0
c.	activities directed toward new teaching methods.....	98.3.....	1.5.....	0
d.	a "one shot" learning experience.....	0.....	0.....	99.9
e.	single, unconnected training events.....	0.....	0.....	99.9

Continued

Table 10 Continued

29. As a participant in staff development activities, I prefer:		
a. two-way communication.....	92.1.....4.6.....	3.1
b. passive participation.....	29.6.....10.9.....	59.3
c. active involvement.....	43.7.....20.3.....	35.9
d. other.....	0.....0.....	0
33. Long-term professional growth may include specific purposes, such as:		
a. "fine tuning" existing teaching skills.....	93.7.....6.2.....	0
b. mastering a new instructional model.....	87.4.....7.8.....	4.6
c. developing competencies in educational technology.....	99.9.....0.....	0
d. facing problems in the teaching profession.....	99.9.....0.....	0
e. assisting with solutions to everyday problems.....	67.1.....28.1.....	4.6
f. earning credits toward certification/re-cert.....	99.9.....0.....	0
35. An implemented staff development program at the school-based site should incorporate activities in the following areas such as:		
a. prevailing theories of cognition and intelligence.....	93.6.....6.2.....	0
b. fostering students' self-esteem and motivation.....	95.2.....4.6.....	0
c. studying/discussing how students develop and learn.....	96.8.....3.1.....	0

Continued

Table 10 Continued

42.	Staff development should also take the form of independent.....	93.7.....	3.1.....	3.1
43.	Staff development should also include corporations, community agencies, and cultural institutions.....	82.8.....	12.5.....	4.6
45.	A school's philosophy and culture is important in contributing toward:			
	a. developing a school-site staff development program.....	93.7.....	4.6.....	1.5
	b. affording teachers opportunities to develop common goals.....	98.4.....	1.5.....	0
	c. encouraging collaboration in assisting teachers with professional challenges.....	98.3.....	1.5.....	0

Table 11

Classification: "When, Where, and How Often Should A Staff Development Program Be Held?"

Survey Question	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>
1. I prefer that staff development programs and activities take place at the school site.....	99.9	0	0
I prefer that staff development programs and activities take place outside of the school site.....	0	0	99.9
9. Staff development programs should be conducted:			
a. twice yearly.....	23.4	6.2	70.3
b. four times a year.....	93.6	1.5	4.6
c. on a continuum.....	95.2	4.6	0
d. other.....	0	0	0
11. The location where staff development programs should take place are:			
a. at colleges/universities.....	7.7	10.9	81.1
b. at zone levels.....	3.1	4.6	92.1
c. at the school site itself.....	96.8	3.1	0
d. rotated at different locations.....	9.3	10.9	79.6

Continued

Table 11 Continued

14.	Staff development programs should be held:			
a.	after school hours.....	14.0.....	5.0.....	60.8
b.	after early student release time.....	96.8.....	3.1.....	0
c.	weekends.....	29.6.....	70.2.....	0
d.	during the summer and/or winter, spring recess.....	4.6.....	95.3.....	0
40.	Staff development activities should be offered in institutions of higher education.....	92.1.....	7.8.....	0
41.	Staff development should take place at the zone level.....	0.....	4.6....	95.2
46.	Among the many reasons why staff development should take place at the school site are:			
a.	the process of education is situated with teachers at the school site.....	99.9.....	0.....	0
b.	students attend schools not central, zone or outside offices.....	98.4.....	1.5.....	0
c.	teachers collaborating at the school site reinforce their shared purpose by meeting, talking, and learning from each other on a day-to-day continuum.....	98.4.....	1.5.....	0
d.	experimental methods, programs, and related effective strategies can be shared via communication and reflection on a continuum.....	96.8.....	3.1.....	0

Continued

Table 11 Continued

e. lasting school improvement and staff development must be based upon a shared set of values, beliefs, and attitudes all interrelated and focused within the school-site.....		99.9.....0.....0
47. If staff development were to take place outside of the school-site it would not be as effective as the school-site location because:		
a. there would be a large gap in many aspects from the outside activities to the school-site.....		96.8.....3.1.....0
b. there would be less re- inforcement of what would be "learned" to infuse at the school daily		98.4.....1.5.....0
c. there would not be a strong feeling of ownership or empowerment for teachers.....		99.9.....0.....0
d. the staff development activities would not be on a continuum.....		98.4.....1.5.....0
48. To transform schools to be more effective, accountable, and res- ponsive, decision-making processes are not at the school site. In order to build on strengths, estab- lish a unity of purpose, and improve staff development growth, a staff development program should, for the aforementioned reasons, also be housed at the school site.....		98.3.....1.5.....0

Table 12

Classification: "What Are The Expectations of the Outcomes
From a School-Based Staff Development Program?"

Survey Question	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>
18. For me the most important staff development outcomes are to gain or develop:			
a. knowledge of teaching techniques	98.4	1.5	0
b. attitudes that will benefit my teaching.....	82.7	12.5	4.6
c. skills to apply toward more effective teaching.....	99.9	0	0
d. organizational skills.....	84.3	10.9	4.6
e. classroom management skills	71.8	14.0	14.0
21. I view staff development as a professional growth opportunity.....	99.9	0	0
22. No matter how a staff development program is organized and implemented it is simply "the same game only with different faces" - it will produce no substantive change.....	4.6	10.9	84.3
23. Good teachers can overcome bad curricula.....	96.8	1.5	1.5
24. Good curricula cannot compensate for poor teaching.....	96.8	3.1	0
25. Staff development will assist good teachers.....	85.9	14.0	0

Continued

Table 12 Continued

26.	Staff development will assist poor teaching.....	90.5.....	9.3.....	0
34.	A staff development at the school-site may:			
	a. encourage collegiality.....	96.8.....	3.1.....	0
	b. discourage collegiality.....	0.....	3.1.....	96.8
	c. stimulate and renew enthusiasm by combating teacher burnout and stress.....	82.8.....	10.9.....	6.2
	d. encourage interdepartmental awareness and interaction.....	96.7.....	3.1.....	0
	e. encourage communication between and among teachers.....	93.6.....	4.6.....	1.5
36.	School-site staff development programs may assist teachers by implementing workshops concerning:			
	a. assessing the progress of individual students	93.7.....	6.2.....	0
	b. assessing the progress of the class as a whole.....	98.4.....	1.5.....	0
	c. using multiple methods for managing/monitoring student learning.....	98.3.....	1.5.....	0
37.	A school-site staff development program may contribute to the effectiveness of the school by working collaboratively:			
	a. on curriculum development.....	95.2.....	4.6.....	0
	b. on instructional policy.....	96.7.....	3.1.....	0
	c. on developing school climate....	96.8.....	3.1.....	0
	d. with outreach to parents and the community at-large.....	96.8.....	1.5.....	1.5

Continued

Table 12 Continued

38.	There are certain expectations that I would not anticipate from a school-site staff development program, such as:			
	a. complete guidance for professional practice.....	99.9	.....0	.....0
	b. formulaic solutions to every problematic situation.....	99.9	.....0	.....0
39.	Staff development opportunities for teachers should be of high quality and conducive to continuous self-directed intellectual growth and skill.....	99.9	.....0	.....0
44.	Staff development should define and re-define that "successful" teaching is:			
	a. competence equated with the mere accumulation of experience.....	79.6	.....14.0	.....6.2
	b. that accomplished teaching comes only with practice.....	4.6	.....10.9	.....84.3
	c. the assertion that the more one teaches the better one gets.....	3.1	.....6.2	.....90.5
	d. the development of genuine proficiency and wisdom	84.3	.....7.8	.....7.8
	e. more craft than profession.....	6.2	.....9.3	.....84.3

Continued

Table 12 Continued

49.	Staff development in order to be long-lasting and effective must be a continual process, not episodic because:			
	a. the challenges faced by teachers are continual.....	99.9	.....0	.....0
	b. learning is a life-long process	99.9	.....0	.....0
	c. the school-as-a-whole can be focused upon on a continuum to address problems, solutions, evaluation, and reassessment.....	99.9	.....0	.....0
50.	In my opinion, a staff development program initiated and implemented at the school-site in one of the most effective ways to enhance the quality of teaching and learning.....	98.3	.....1.5	.....0

Table 13

Classification: "Teachers' Past Experiences
With Staff Development"

Survey Question	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>
30. Outside lecturers invited to conduct staff development activities have:			
a. dazzled me and filled me with temporary hope.....	98.5.....	1.5.....	0
b. assisted me with long-term professional growth.....	6.2.....	4.6.....	88.9
c. never followed up on their stated objectives.....	93.6.....	1.5.....	4.6
31. Staff development workshops I have attended have:			
a. had little or no impact.....	87.4.....	3.1.....	9.3
b. been positive experiences.....	15.6.....	4.6.....	79.6
c. contributed significantly to my professional growth)....	14.0.....	3.1.....	82.7

Table 14

Classification: "The Level of Involvement Teachers Believe They and Other Educational Support Personnel Should Have in the Planning and Organization of a Staff Development Program."

Survey Question	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>
20. In order for staff development to be effective, it is important that teachers become involved as full partners in the development and implementation of the program.....	99.9	0	0

Table 15

Classification: "To Identify Incentives, If Any, That Should Be In Place."

Survey Question	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>
19. Incentives for teachers to attend and participate in staff development activities are:			
a. stipends.....	78.0	10.9	10.8
b. released time.....	89.0	9.3	1.5
c. credits/professional development points	90.6	6.2	3.1
d. no incentives necessary.....	12.5	48.4	39.0

Summary of Profiles

Following is a breakdown of the categories of profiles including "Strongly Agree", "Agree", "Uncertain", "Disagree", and "Strongly Disagree".

Strongly Agree

The topics that fell into this category can be broken down into five areas which, while similar to the topics that fell into the other four categories, tended to be more specific:

- (1) factors specific to the design of the program and indicative of the need for a primary role for teachers;
- (2) factors demonstrating why it is in the best interest of the school, the teachers, and the students, for the program to be implemented at the school-site;
- (3) how the success of the program essentially hinges on enhanced professional growth opportunities for teachers;
- (4) the importance of the frequency or continual nature of the program; and,
- (5) the necessity for effective development program activities.

(1) Teacher-Based Program Design

The decision to have a staff development program should be determined by teachers from within the school-site. It

is important for teachers to become involved as full partners in the development and implementation of the program for it to be effective. The program should be designed to address suggestions on how to deal with continuing problems and long-term developmental teacher needs, specific enough to address classroom needs, and should be job-related and oriented toward credit/professional development points/credits.

(2) On-Site Program Location

A staff development program initiated and implemented at the school-site is one of the most effective ways to enhance the quality of teaching and learning. Decision-making processes are now occurring at the school-site in order to transform schools to be more effective, accountable, and responsive, thus, in order to build on strengths, establish a unity of purpose, and improve staff development and growth, a program should also be housed at the school-site. The process of education is situated with teachers at the school-site and students attend schools, not central or zone or outside offices. If staff development were to take place outside of the school-site, there would be a large gap in many aspects from the outside activities to the school-site. Implementing workshops at the school-site may assist teachers with assessing the progress of individual students and of the class as a whole. Multiple methods for managing/monitoring student learning could be

used. Teachers collaborating at the school-site reinforce their shared purpose of meeting and talking and learning from each other on a day-to-day continuum, encouraging interdepartmental awareness and interaction. If staff development were to take place outside of the school-site, it would not be as effective because staff development activities would not be on a continuum and because there would be less reinforcement of what would be "learned" to infuse at the school daily. Experimental methods/programs and related effective strategies can be shared via communication and reflection on a continuum. Working collaboratively on developing school climate and with outreach to parents and the community-at-large may contribute to the effectiveness of the school. Lasting school improvement and staff development must be based upon a shared set of values and beliefs and attitudes which are all interrelated and focused within the school-site. If staff development were to take place outside of the school-site, it would not be as effective because there would not be a strong feeling of ownership or empowerment for teachers. Past experience with staff development activities suggest that a shared vision of what a staff development program should be, which is designed and implemented by teachers at the school-site, would be the most effective manner to affect teachers' long-term professional growth.

(3) Enhanced Professional Growth Opportunities

Staff development is a good professional growth opportunity for teachers, and these opportunities should be of high quality and conducive to continuous self-directed intellectual growth and skill development. Good curricula cannot compensate for poor teaching, thus, long-term professional growth should "fine-tune" existing teaching skills since gaining or developing knowledge of teaching techniques and skills to apply toward more effective teaching is the most important factor. Professional growth opportunities should also help teachers to develop competencies in educational technology and in facing problems in the teaching profession, while allowing them to earn credits toward certification/recertification. To help to afford teachers with the opportunities to develop common goals and to encourage collaboration in assisting teachers with professional challenges, it is important to take a school's philosophy and culture into consideration.

(4) On-Going Program Duration

Staff development programs should be conducted at least four times a year or, preferably, on a continuum. In order to be long-lasting and effective, staff development must be a continual process, rather than episodic, because the challenges faced by teachers are continual and learning is itself a life-long process. In addition, it is possible to

focus on the school, as a whole, on a continuum in order to address problems, solutions, evaluation and reassessment.

(5) Effective Staff Development Activities

To be effective, staff development programs and activities need to take place at the school-site and should be planned by teachers at the same school-site. Activities that should be incorporated into the program include learning about the prevailing theories of "Cognition and Intelligence," fostering students' self-esteem and motivation, and studying/discussing how students develop and learn.

Agree

The topics that fell into this category can be broken down into four areas, somewhat less specific than those topics listed in the previous category:

- (1) important factors to consider when designing the program, emphasizing a focus on professional development, especially teaching, and the inclusion of outside sources;
 - (2) factors demonstrating the importance of on-site program implementation, emphasizing the value of the resulting collaboration of personnel;
 - (3) professional growth opportunities brought about by the program which ultimately improve teaching;
- and,

- (4) the composition of effective development program activities.

- (1) Program Design

The design of the staff development program should be conducted in the format of personal professional development. Staff development should more familiarize teachers with tests, including standardized tests, criterion (versus norm-referenced) tests, and PSAT/SSAT/SAT tests. Staff development should be designed to address activities directed toward new teaching methods. The most important outcomes are to gain or develop attitudes that will benefit respondents' teaching, gain or develop organizational skills, and gain or develop classroom management skills. Staff development should define and redefine that "successful" teaching is competence equated with the mere accumulation of experience, and that it is the development of genuine proficiency and wisdom. Staff development should also include corporations, community agencies and cultural institutions. It is important to consider a school's philosophy and culture when developing a school-site staff development program.

- (2) Program Location

The instructors for a staff development program should be predominantly the school administrators from within, rather than zone/central administrators, consultants, college/university professors, or teachers from or outside

the school site. Teachers prefer than their peers plan and deliver staff development programs. A program at the school-site may encourage collegiality, and stimulate and renew enthusiasm by combatting teacher burnout and stress. It may also contribute to the effectiveness of the school by providing the opportunity to work collaboratively on curriculum development and on instructional policy.

(3) Professional Growth

Long-term professional growth which would stem from an effective staff development program may include specific purposes such as mastering a new instructional model or assisting with solutions to everyday problems. Staff development will assist good teachers as well as improve poor teaching, and good teachers can overcome bad curricula.

(4) Staff Development Activities

The delivery of services/activities for a staff development program should be conducted by a combination of peer observation, lecture, discussion, and teacher modeling of skills. Role-playing, case studies, and independent study should also be included. The program should encompass observing others teach, practicing new methodologies with coaching, and evaluating others' performance. Two-way communication would be preferred over passive participation or active involvement when participating in staff development activities. Respondents feel that outside lecturers who have been invited to conduct staff development

activities have never followed up on their stated objectives, and that staff development workshops which respondents have attended in the past have had little or no impact. Respondents also feel that staff development activities should be offered in institutions of higher education. Incentives for teachers to attend and participate in staff development activities are stipends, released time, and credits/professional development points/credits, with a preference for activities to be held after early student release time.

Uncertain

The topics that fell into this category can be broken down into two basic areas:

- (1) personnel in positions of power/control over the program; and,
- (2) development activities.

It is important to realize that the respondents felt uncertain about how to respond or uncertain about the priority or importance of the question(s).

(1) Program Design

The decision of have a staff development program should be determined by consultants/universities. The instructors for the program should be consultants, college/university professors, or teachers from the school-site.

(2) Staff Development Activities

Staff development activities should be planned by consultants and/or university professors. The delivery of services/activities for a staff development program should be conducted via peer observation, discussion, or teacher modeling of skills. Respondents would prefer that presentations or readings be included in the program, and would prefer passive participation active involvement over two-way communication when participating in activities. No incentives are necessary for teachers to attend and participate in staff development activities.

Disagree

The topics that fell into this category can be broken down into five areas:

- (1) program design;
- (2) program location;
- (3) professional growth;
- (4) program duration; and,
- (5) development activities.

It is important to remember that the following statements represent topics which the respondents disagree with.

(1) Program Design

The instructors for a staff development program should be the zone/central administrators or teachers outside the school-site. Staff development should define and re-define that accomplished teaching comes only with practice, and

that "successful" teaching is the assertion that the more one teaches, the better one gets, and that it is more craft than profession.

(2) Program Location

A staff development program at the school-site may discourage collegiality. The locations where programs should take place are at colleges/universities or rotated at different locations.

(3) Professional Growth

A staff development program will produce no substantive change because no matter how it is organized and implemented, it is simply "the same game only with different faces."

(4) Program Duration

Staff development programs should be conducted only twice yearly.

(5) Staff Development Activities

Outside lecturers invited to conduct staff development activities have assisted respondents with long-term professional growth. Staff development workshops which respondents have attended have been positive experiences. Staff development workshops which respondents have attended have contributed significantly to their professional growth. Programs should be held after school hours or on weekends.

Strongly Disagree

The topics that fell into this category can be broken down into four areas:

- (1) program design;
- (2) program location; and,
- (3) development activities.

(1) Program Design

The decision to have a staff development program should be determined by the State Department of Education, zone/central administrators, or teachers from outside the school-site. The content of staff development should be determined by zone/central administrators. The design of the program should be conducted in a format that is general in nature (rather than credit-oriented, job-related, personal professional development-related, or specific to address classroom needs). Staff development should be designed to address a "one shot" learning experience, or single, unconnected training events.

(2) Program Location

Staff development should be planned by administrators at the school-site. Respondents prefer that staff development programs and activities take place outside of the school-site, especially at zone levels.

(3) Staff Development Activities

Staff development activities should be planned by administrators outside the school-site. Programs should be held during the summer and/or winter/spring recess.

Summary

The five "agreement" response categories were broken down into five topic areas: (1) Program Design; (2) Program Location; (3) Professional Growth; (4) Program Duration; and (5) Professional Development Activities. In order to present the respondents' view of a mutually agreeable ("Shared") plan for a staff development program, responses were collapsed across the five "agreement" categories and organized according to the following five topic areas as follows:

1. Program Design. The decision to have a staff development program should be determined by teachers from within the school-site. It is important for teachers to become involved as full partners in the development and implementation of the program for it to be effective. The program should be conducted in the format of personal professional development and should be designed to address continuing problems and long-term developmental teacher needs. It should also be job-related and oriented toward credit/professional development points. Staff development should specifically

address such topics as the definition of "successful" teaching, familiarity with various tests, classroom needs, and new teaching methods. The most important outcomes are to gain or develop attitudes that will enhance teaching, organizational skills, and classroom management skills. Corporations, community agencies and cultural institutions should be utilized, and a school's philosophy and culture should be considered.

2. Program Location. A staff development program initiated and implemented at the school-site is one of the most effective ways to enhance the quality of teaching and learning. The process of education is situated with teachers at the school-site and students attend these schools, not outside facilities. On-site workshops may assist teachers with assessing the progress of students and classes. Teacher collaboration at the school-site would reinforce their sense of shared purpose on a daily basis, encouraging interdepartmental awareness and interaction. Communication channels regarding development would be open and readily accessible. Improvements in school climate, and parent and community outreach would be expected, which would further enhance the school's

effectiveness. A program at the school-site would encourage collegiality and stimulate and renew enthusiasm by combatting teacher burnout and stress. Teachers' central role in this process would allow them to feel a sense of empowerment that could lead to further growth within the school. A shared vision of what a staff development program should be, which is designed and implemented by teachers at the school-site, has been demonstrated to be the most effective manner to affect teachers' long-term professional growth, which is reflected in the "success" of the school.

3. Professional Growth. Staff development is a good professional growth opportunity for teachers, and these opportunities should be of high quality and conducive to continuous self-directed intellectual growth and skill development. Gaining or developing knowledge of teaching techniques and skills to apply toward more effective teaching is the most important goal of long-term professional growth, especially since good curricula cannot compensate for poor teaching. Staff development will assist good teachers as well as improve poor teaching, and good teachers can overcome bad curricula. Teachers should also be provided with

opportunities to address specific problems, to develop competencies in educational technology and in facing problems in the teaching profession, and to earn credit toward certification/re-certification. Finally, it is important to take a school's philosophy and culture into consideration when planning staff development opportunities in order to assist teachers with developing common goals and to encourage collaboration.

4. Program Duration. Staff development programs should be conducted on a continuum in order to be long-lasting and effective. In this way, challenges faced by teachers, the students' learning processes, and the functioning of the school, as a whole, could be viewed on a continual basis for on-going problem-solving.
5. Staff Development Activities. To be effective, staff development programs and activities need to take place at the school-site and should be planned by teachers at the same school. The services/activities for a staff development program should be comprised of a combination of peer observation (observing other teach), teacher modeling of skills, practicing new methodologies with coaching, role-playing, evaluating others' performance, case studies, lecture, discussion,

and independent study. Outside lecturers and workshops have not been found to be a satisfactory development activity. Activities that should be incorporated into the program include learning about the prevailing theories of "Cognition and Intelligence," fostering students' self-esteem and motivation, and studying/discussing how students develop and learn. Two-way communication would be most preferred, followed by active involvement, then passive participation when participating in staff development activities. Respondents would like to see staff development activities offered in institutions of higher education. Finally, incentives for teachers to attend and participate include stipends, released time, and credits/professional development points. There is a strong preference for activities to be held after early student release times, rather than after school hours, on weekends, or during the summer/winter/spring recess periods.

C H A P T E R V

SUMMARY AND CONCLUSIONS

Summary of Purpose

The purpose of this case study was to examine the perceptions of an entire school staff about the optimal and desired features of a model for the implementation of a school-based staff development program at the urban secondary school level. The goal was to inform the process of planning for staff development that will meet the needs of urban secondary school teachers while also creating a model that they will endorse and support.

Urban high schools face a plethora of problems, challenges and mandates - increasing teacher effectiveness and accountability; the raising of student achievement and learning standards; implementing educational reform mandates for teachers to develop their own staff development plans for recertification and to keep abreast of professional skills and knowledge; decreasing budgets; and, most importantly of all, the teaching and guiding a diverse student body.

A high percentage of teachers have strongly indicated over the years the ineffectiveness and worthlessness of participating in staff development activities that are away from the school site and/or are not directly job-related. Teachers have displayed their dissatisfaction and

displeasure by non-participation or by not taking seriously these staff development activities.

As the research documents, teachers sharing ideas, cooperating in activities, and assisting with one another's intellectual growth all benefit students academically. Focusing these activities toward the planning for the development of a staff development program at the school site high student achievement occurs in a school building when teachers and administrators have a sense of shared and joint responsibility. In this reciprocal fashion, teachers as well as the students strive toward improvement and effectiveness within a positive climate. For effective learning to take place for students, there must first exist a productive, nurturing and supportive teaching/learning milieu for teachers (Sarason 1990).

Looking back many years as a student who attended school with non-English/limited English-proficiency and having immigrant parents, I realize how the support, caring, and understanding of some teachers assisted me in succeeding. Now, more than ever, our diverse student population needs strong, sensitive and personal teacher relationships. Those relationships are more likely to happen in a school where teachers are engaged in an on-going process of professional development and renewal.

I have been a Department Head in an urban secondary school for over twenty six years. In this study I have

attempted to document teachers responses regarding staff development and to facilitate their shared vision within a plan for the development of a building-based staff development program.

Within the limitations of this case study, and considering the aforementioned, how can powerful, pervasive school-site activities via a staff development program plan be formulated? What are the content components of the model that this plan proposes? Who should plan and initiate this model and where should it be held? In the spirit of shared decision-making and within the overarching framework of a staff development plan, what indices can be identified that would be valued and supportive to staff members and to the school culture/community? What elements of this staff development plan are needed to improve conditions for maximum effectiveness on the education of our students?

Importance of the Study

This study is intended to serve teachers and administrators with staff development initiatives in assisting them to meet the new and on-going challenges of teaching and learning of the twenty-first century. Teaching and learning has been challenged and impacted by a loud cry for higher standards for students and teachers on a nationwide basis, not only from universities, colleges, the corporate world, and public education, but also from various mandates. The Massachusetts Education Reform Act of 1993

and various citywide Learning Standards and Curriculum Frameworks are geared toward substantive change in all areas of teaching and learning.

With the increased emphasis for accountability and the call for the raising of standards in the inner-city secondary schools, the Department Head is again at the forefront of these changes. This building-based administrator has had the opportunity to implement future substantive changes in the form of a plan for the implementation of a staff development program at the school site while considering the purported past "new" eras of educational reform and its shortcomings.

The major points of the literature have shown that staff development is an important vehicle for effective teaching and learning. Instead of traditionally prescribed in-service events or calendar workshops outside of the school site, educators at this urban secondary school setting determined that staff development should be an on-going process designed to address "real" student needs, offering practical advice and suggestions that deal with day-to-day situations. Teachers are not interested in, nor do they successfully participate in staff development activities that are not directly job-embedded. Much of the research shows that teachers resist when staff development appears as something "done to" rather than "done by" teachers.

Criticisms and exposes of the current ineffective state of education have been published over a long period of time. Recommendations for remediation and reform to raise standards of teacher effectiveness and accountability and student performance have been directed at all levels.

Summary of Findings

The questionnaire instrument at this urban high school site concluded that the content components of the model that this plan proposes should be developed from the shared vision and shared decision-making of the central participants - the staff. The respondents indicate that they want the model to be consistent with their beliefs and assumptions. They have expressed that what constitutes a successful program are the common definitions of the components outlined in this plan for a program model. The tasks that the respondents want to actively undertake are designed by consensus to produce results that are valued by the school's culture and the school site community. The participants have collaboratively developed indices of what they deem are valued and supportive in order that they can actively work in a collegial fashion:

- A. Who should be responsible for planning, conducting, and instructing a school-based staff development program?
 - 1. Staff development activities should be planned by teachers at the same school site.

2. The decision to have a staff development program should be determined by teachers from within the school site.
3. The instructors for a staff development program should be a combination of teachers, administrators, and college/university professors, and consultants.
4. The delivery of services/activities for a staff development program should be conducted via a combination of various methods; viz.: peer observation, lecture, discussions, teacher modeling.

B. What should the design and format consist of in a school-based staff development program?

1. The design should include: credit, professional development points; job-related topics; personal professional development; and, be specific to address classroom needs.
2. Teachers preferred case studies, lectures, role playing, presentations, and readings to be included in the program.
3. Teachers also believed staff development should encompass practicing new methodologies, peer observations, and evaluating other performance.

4. Staff development should also familiarize teachers with a variety of tests such as, criterion vs norm-referenced, standardized, and PSAT/SSAT/SAT tests.
5. Activities should be designed to address suggestions on how to deal with continuing problems, long-term developmental teacher needs, and activities directed toward new teaching methods.
6. Teachers also preferred two-way communication over passive participation.
7. They responded that long-term professional growth may include specific purposes such as, facing problems in their profession; developing competencies in technology; earning credits toward certification/re-certification, and "fine tuning" their existing teaching skills.
8. Various areas should also be implemented in a staff development program at the school-based site such as: studying and discussing how students learn; fostering students' self-esteem and motivation; and, prevailing theories of cognition and intelligence.
9. Teachers also agreed that staff development should take the form of independent study and

should include corporations, community agencies, and cultural institutions.

10. Affording teachers opportunities to develop common goals, encouraging collaboration in assisting teachers with professional challenges, and, developing a school-site staff development program are all important elements that a school's philosophy and cultures should contribute toward.

C. When, where, and how often should a staff development program be held?

1. Teachers unanimously agreed that staff development programs and activities should take place at the school site; however, they also highly agreed that activities should also be offered in institutions of higher education.
2. They agreed that these programs should take place on a continuum.
3. Most teachers agreed that staff development programs should be held after early student release time.
4. The many reasons that teachers highly agreed as to why staff development programs/activities should take place at the school site are:

- (a) the process of education is situated there; lasting school improvement and staff development must be based upon a shared set of values, beliefs, and attitudes all interrelated and focused within the school site;
- (b) students attend schools not outside locations;
- (c) teachers collaborating at the school reinforce their shared purpose by meeting, talking, and learning on a day-to-day continuum in a reciprocal fashion; and,
- (d) experimental methods, programs and strategies that work can be shared via communication and reflection on a day-to-day continuum.

Teachers indicated that if staff development were to take place outside of the school site it would not be as effective because there would not be a strong feeling of ownership or empowerment. They felt that the activities would not be on a continuum and that there would be a gap in many aspects from the outside activities to the school site. They also indicated that there would be less reinforcement of what would be learned to infuse at the school daily.

- D. What are the expectations of the outcomes from a school-based staff development program?
1. Teachers agreed that the most important outcomes from this program would be skills to apply toward more effective teaching and a knowledge of teaching techniques. They also indicated that they would gain or develop attitudes that would benefit their teaching, organizational and classroom management skills.
 2. All of them viewed staff development as a professional growth opportunity that will assist good teachers as well as poor teaching.
 3. They indicated that good teachers can overcome bad curricula, but that good curricula cannot compensate for poor teaching.
 4. Workshops at the school site may also assist them in assessing the progress of individual students and of their class as a whole, and in using multiple methods for managing and monitoring student learning.
 5. The effectiveness of the school may also be enhanced by working collaboratively on developing school climate, outreach to parents and the community, instructional policy, and on curriculum development.

6. Staff development in order to be long-lasting and effective must be a continual process initiated and implemented at the school site. In this way it will meet their continual challenges, be a learning, life-long process, also designed to effectively address the school's problems, solutions, evaluations, and reassessments as a whole. In their opinions, the staff agreed that a staff development program at the school site is a most effective way on enhancing the quality of teaching and learning.
- E. Teachers past experiences with staff development were highly unproductive. They indicated that their experiences did not assist them with long-term professional growth. Outside lecturers invited to conduct activities usually did not follow up on their stated objectives. Workshops they attended had little or no impact and did not contribute significantly to their professional growth.
- F. Teachers all strongly agreed that in order for staff development to be effective, teachers have to become involved as full partners in its development and implementation.

- G. Credits, professional development points, released time, and stipends are all incentives that can be used when teachers participate in staff development activities. Some believed that no incentives were necessary.

Importance of the Study

Respondents, in this manner, perceive that their views, concerns, and priorities be heard, represented and implemented. This planning for a model affords the building-based educators the opportunity to initiate a system in place that ensures goal-enhancing decisions.

One of the goals is that teacher effectiveness would improve through the collaborative efforts of each staff member. Many improvements in education have resulted from collaboration of individuals (Lieberman, 1986). As one educator noted, ". . . communication, sharing of resources, consensus on educational goals. . . (Hord, 1986, p. 24), will yield benefits when used as motivators for effective educational improvement. I believe we all agree that educating youngsters is a complex process. Combined with the understanding of the dynamics of curriculum and instruction and the role it plays in staff development, the collaborative efforts of all educators involved in this process is required. This partnership, this collaboration among colleagues, imbues in them "a relationship, trust. . . (that) enables them to share authority. . ." (De Bevoise,

1986, p. 10). This authority will empower and enable them, as Intriligator (1983) commented ". . . to achieve a goal or goals they desire. . ." (p. 5). The Department Head, or the building administrator, within this milieu, must always be ready to inspire, support, and encourage the staff members. ". . . the administrator's role is to encourage people to keep trying, to keep working together despite frustrations, misunderstandings, or perceived breakdowns in communication" (De Bevoise, 1986, p. 11).

Consensus among the respondents was reflected in their express desire that an important component of an effective school-based staff development program be maintained on a continuum dedicated in maintaining long-term growth.

The school-based staff development program will support, encourage, and enhance teacher-growth and instructional effectiveness. The purpose of the staff development program is to assist all staff members in improved knowledge, skills, and attitudes, within a positive school culture.

All within the overarching framework and objectives in the areas of beliefs, assumptions, and purpose is the model of a staff development at the school-site. This model is intended to be functional, a bridge to the "real world", the practitioners world of instruction.

Implications and Conclusions

The plan for this model is a compilation of teacher responses which includes their ideas, beliefs, interests. The school-site staff development program's success depends upon the individuals involved because it is they who are anticipating and actively initiating the planning, conducting, and evaluation of their own program. This involvement is intended for and should result in self-appraisal and improvement. This collaborative sharing by teachers and administration includes enough flexibility to welcome educators and related professionals in education, industry, and the corporate world at-large. Administrators at all levels in addressing all of the problems facing them at inner-city schools must promulgate effective change by making it building-based. It must be created and implemented by the entire school staff and always welcoming parents to collaborate with them in designing a vision of what the program will look like. These inclusive strategies during these eras of "change" must include staff development within a spirit of collaboration regarding the change process(es) itself. The elements of commitment, motives, choice, and mutual aspirations all contribute to substantive change for our professional self-improvement, our schools, and, most importantly, our children. We must use a type of system of collaboration as Appley and Winder (1977) defined, a system in which:

1. Aspirations and conceptualizations are characterized by each individual consciousness of his or her motives toward the other; by caring or concern for the other; by commitment to work with the other over time provided that this commitment is a matter of choice.
2. Individuals work in a group share mutual aspirations and common conceptual framework (p. 281).

With collaboration and shared decision-making, teachers will have a greater opportunity not to be isolated. They will be encouraged to interact with teachers within their school, other educational institutions, and the diverse communities. This interaction is intended to increase job satisfaction and help alleviate the isolation that many teachers experience. These experiences should result in staff success within a school environment which is committed to their personal success and professional growth on a continuum.

Another, and most important primary goal of all the elements of this school-site staff development program, is the development of the aforementioned conditions for the ultimate purpose of maximum effectiveness on the education of our students. Along with veteran teachers, aspiring teachers must be afforded the opportunity to not only "fine tune" and learn new methodological strategies, but also to

be made cognizant, sensitive, and aware of the diversity of students. "In their training and internship, they should be exposed to examples of master teachers in effective schools in a variety of settings with a diversity of race and class" (Gentry 1994, p. 137).

Among the many advantages of this planning for a school site staff development program are that (1) teachers are given ownership of the process; (2) the model is designed to promote success for teachers, which should instill in them a confidence in the administration; and (3) the process and the eventual model for the program demonstrates a strong commitment and trust by the building level administrator and/or the Department Head in involving and empowering teachers. It exhibits advocating change in a collegial fashion. "We can make changes in individual schools when we recognize the power of "The Hope Factor" to create new problem-solving teams, new lines of communication, and individual empowerment (Gentry 1994, p. 144). New lines of communication and collegiality embracing instructional improvement, which is related directly to a school's commitment to effective change and improvement, are key to improving the quality of life for the school staff via staff development. The concepts of staff development programs at the school-based site should be first and foremost an attitude and a commitment by the administrators to assist the staff to grow personally and professionally in a

supportive climate. This "development" attitude brought by the respondents in this one case study to formulate a plan for the development of a school site staff development program permeates the day-to-day operation of the school building at-large. It places the individual staff member at the heart of the embryonic stage and growth of the planning process. Ownership in this planning process is absolutely essential to establishing the collaborative trust promulgated in this study.

In summation, this case study at one urban secondary school serves to provide administrators and teacher practitioners the components to develop a plan for the implementation of a viable staff development program at the school building-based level. A school-site development program which evolves out of the shared vision of the day-to-day practitioners for the purpose of preparing and supporting every teacher. A program that is not a compilation of "staccato" short-range events outside of the school-site - but, a program that's an on-going process, involving a broad range of shared activities designed to promote staff-renewal and, directly, more effective learning for our youngsters.

APPENDIX A
LETTER TO SURVEY PARTICIPANTS

TO: All Teachers
FROM: Anthony J. Lori
RE: Staff Development

As you well know, I am a doctoral candidate in the School of Education at the University of Massachusetts, Amherst.

We have often discussed, informally and at meetings, staff development concerns and issues throughout the years. I am currently in the process of gathering data not only for the purpose of my doctoral studies, but also to cooperatively design with you a model for a school-site, building-based staff development program in the future.

I am concerned about ensuring your anonymity. All responses to this questionnaire will be anonymous. Please do not write your name or any form of identification on the questionnaire. Return it by placing it in the appropriate mailbox in the office before, but no later than September 30th. Please be honest in your responses.

I understand that there are many demands made upon your time especially at the beginning of the school year. However, the questionnaire should only take approximately twenty minutes or less to complete.

I thank you in advance for your courteous, honest, and professional cooperation.

APPENDIX B
PARTICIPANT CONSENT FORM

Dear Colleague:

I am in the process of obtaining a Doctoral Degree in the School of Education at the University of Massachusetts, Amherst.

The subject of my dissertation is: "A Model For The Implementation of a School-Based Staff Development Program at an Urban High School: A Case Study."

I would like the opportunity to interview your for the purpose of anonymously including your remarks in my dissertation paper. You will aslo be asked to complete a questionnaire that you may anonymously complete and return.

You will be taking no personal risk and have the right to withdraw from the study and to review the material.

I will not use anyone's full name at any time.

The dissertation will be copywrited and on file at the University Library. It will be available for anyone with an intereste in the subject to study at any time.

You are free to participate or not without any prejudice.

I feel that the implementation of a school/building-based staff development program is something that we would like to see implemented in the future. Your interests and desires in this matter are what will help formulate the topics, interests, and concerns in a cooperative fashion that will be paramount.

I thank you in advance for your professional cooperation.

Please sign this form if you are agreeable to helping me with this project and I will contact you to make an appointment for the interview and/or complete the questionnaire.

Sincerely,

Anthony J. Lori
Department Head

I agree to be interviewed for inclusion in this dissertation topic.

Signature: _____

APPENDIX C

SCHOOL-BASED STAFF DEVELOPMENT PROGRAM QUESTIONNAIRE
(SBSDPQ)

A Model for the Implementation of a School-Based
Staff Development Program at an
Urban High School

PART A

1. Male _____ Female _____
2. Years of teaching experience. _____
3. Education Level. Please indicate:
Bachelor's Degree _____
Bachelor's Degree + _____ credits

Master's Degree _____
Master's Degree + _____ credits
C.A.G.S. _____
Ph.D./Ed.D. _____
4. Department. Please indicate the name of your department
or discipline you teach: _____
5. Remarks: Please list any comments you may like to make
regarding any of the above items you think may
be relevant to these categories.

(PLEASE CONTINUE TO PART B)

PART B

PLEASE INDICATE YOUR LEVEL OF AGREEMENT/DISAGREEMENT
FOR EACH ITEM WITH ONE OF THE FOLLOWING:

- 1=STRONGLY AGREE
- 2=AGREE
- 3=UNCERTAIN
- 4=DISAGREE
- 5=STRONGLY DISAGREE

PLEASE FEEL FREE TO MAKE COMMENTS AFTER EACH ITEM.

1. I prefer that staff development programs and activities
take place at the school-site. _____

Comment(s) _____

2. I prefer that staff development programs and activities
take place outside of the school-site. _____

Comment(s) _____

3. Staff development should be planned by administrators
at the school site. _____

Comment(s) _____

4. Staff development activities should be planned by admin-
istrators outside the school site. _____

Comment(s) _____

5. Staff development activities should be planned by
teachers at the same school site. _____

Comment(s) _____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

6. Staff development activities should be planned by consultants and/or university professors._____

Comment(s)_____

7. The content of staff development should be determined by zone/central administrators._____

Comment(s)_____

8. The decision to have development program should be determined by:

the State Department of Education_____

zone/central Administrators_____

consultants/universities_____

teachers from within the school site_____

teachers from outside the school site_____

Comment(s)_____

9. Staff development programs should be conducted:

twice yearly_____

four times a year_____

on a continuum_____

other_____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

10. Instructors for a staff development program should be:

the school administrators from within_____

the zone/central administrators_____

consultants/college, university professors_____

teachers from the school site_____

teachers outside the school site_____

combination of the above_____

Comment(s)_____

11. The location where staff development programs should take place are:

at colleges/universities_____

at zone levels_____

at the school site itself_____

rotated at different locations_____

Comment(s)_____

12. The delivery of services/activities for a staff development

program should be conducted via:

peer observation_____

lecture_____

discussions_____

teacher modeling of skills_____

a combination of the above methods_____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

13. The design of the staff development program should be conducted in the following format:

credit, professional development points oriented_____

job-related_____

personal professional development_____

general in nature_____

specific to address classroom needs_____

Comment(s)_____

14. Staff development programs should be held:

after school hours_____

after early student release time_____

weekends_____

during the summer and/or winter, spring recess_____

Comment(s)_____

15. I prefer the following to be included in a staff development program:

lectures_____

presentations_____

role playing_____

case studies_____

readings_____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

16. I believe that staff development programs should encompass:

observing others teach_____

practicing new methodologies with coaching_____

evaluating others performance_____

other_____

Comment(s)_____

17. Staff development should more familiarize teachers with:

standardized tests_____

criterion vs norm-referenced tests_____

PSAT/SSAT/SAT tests_____

Other_____

Comment(s)_____

18. For me the most important staff development outcomes are

to gain or develop:

knowledge of teaching techniques_____

attitudes that will benefit my teaching_____

skills to apply toward more effective teaching_____

organizational skills_____

classroom management skills_____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

19. Incentives for teachers to attend and participate in staff development activities are:

stipends_____

released time_____

credits/professional development points_____

no incentives necessary_____

Comment(s)_____

20. In order for staff development to be effective, it is important that teachers become involved as full partners in the development and implementation of the program: _____

Comment(s)_____

21. I view staff development as a professional growth opportunity. _____

Comment(s)_____

22. No matter how a staff development program is organized and implemented it is simply "the same game only with different faces" - it will produce no substantive change. _____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

23. Good teachers can overcome bad curricula. _____

24. Good curricula cannot compensate for poor teaching. _____

25. Staff development will assist good teachers. _____

26. Staff development will assist poor teaching. _____

27. Staff development should be designed to address:

suggestions on how to deal with continuing

problems _____

long-term developmental teacher needs _____

activities directed toward new teaching methods _____

a "one shot" learning experience _____

single, unconnected training events _____

Comment(s) _____

28. Teachers prefer that their peers plan and deliver

staff development programs _____

Comment(s) _____

29. As a participant in staff development activities, I

prefer:

two-way communication _____

passive participation _____

active involvement _____

other _____

Comment(s) _____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

30. Outside lecturers invited to conduct staff development activities have:

dazzled me and filled me with temporary hope_____

assisted me with long-term professional growth_____

never followed up on their stated objectives_____

Comment(s)_____

31. Staff development workshops I have attended have:

had little or no impact_____

been positive experiences_____

contributed significantly to my professional

growth_____

Comment(s)_____

32. From my past experiences with staff development activities, a shared vision of what a staff development program should be, designed and implemented by teachers at the school-site, would be the most effective manner in affecting teachers long-term professional growth._____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

33. Long-term professional growth may include specific purposes, such as:

"fine tuning" existing teaching skills_____

mastering a new instructional model_____

developing competencies in educational technology_____

facing problems in the teaching profession_____

assisting with solutions to everyday problems_____

earning credits toward certification/

re-certification_____

Comment(s)_____

34. A staff development program at the school site may:

encourage collegiality_____

discourage collegiality_____

stimulate and renew enthusiasm by combating

teacher burnout and stress_____

encourage interdepartmental awareness and

interaction_____

encourage communication between and among teachers_____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

35. An implemented staff development program at the school-based site should incorporate activities in the following areas such as:

prevailing theories of cognition and intelligence_____

fostering students' self-esteem and motivation_____

studying/discussing how students develop and learn_____

Comment(s)_____

36. School-site staff development programs may assist teachers by implementing workshops concerning:

assessing the progress of individual students_____

assessing the progress of the class as a whole_____

using multiple methods for managing/monitoring student learning_____

Comment(s)_____

37. A school-site staff development program may contribute to the effectiveness of the school by working

collaboratively:

on curriculum development_____

on instructional policy_____

on developing school climate_____

with outreach to parents and the community

at-large_____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

38. There are certain expectations that I would not anticipate from a school-site staff development program, such as:

complete guidance for professional practice_____

formulaic solutions to every problematic situation_____

Comment(s)_____

39. Staff development opportunities for teachers should be of high quality and conducive to continuous self-directed intellectual growth and skill._____

Comment(s)_____

40. Staff development activities should be offered in institutions of higher education._____

Comment(s)_____

41. Staff development should take place at the zone level_____

Comment(s)_____

42. Staff development should also take the form of independent study._____

Comment(s)_____

43. Staff development should also include corporations, community agencies and cultural institutions._____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

44. Staff development should define and re-define that

"successful" teaching is:

competence equated with the mere accumulation of
experience _____

that accomplished teaching comes only with
practice_____

the assertion that the more one teaches the better one
gets_____

the development of genuine proficiency and wisdom_____
more craft than profession_____

Comment(s)_____

45. A school's philosophy and culture is important in con-
tributing toward:

developing a school-site staff development program_____
affording teachers opportunities to develop common
goals_____

encouraging collaboration in assisting teachers with
professional challenges_____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

46. Among the many reasons why staff development should

take place at the school site are:

the process of education is situated with teachers at
the school site_____

students attend schools not central, zone or outside
offices_____

teachers collaborating at the school site reinforce
their shared purpose by meeting, talking, and learning
from each other on a day-to-day continuum_____

Experimental methods, programs and related effective
strategies can be shared via communication and
reflection on a continuum_____

Lasting school improvement and staff development must
be based upon a shared set of values, beliefs, and
attitudes all interrelated and focused within the
school site_____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

47. If staff development were to take place outside of the school site it would not be as effective as the school site location because:

there would be a large gap in many aspects from the outside activities to the school site_____

there would be less reinforcement of what would be "learned" to infuse at the school daily_____

there would not be a strong feeling of ownership or empowerment for teachers_____

the staff development activities would not be on a continuum_____

Comment(s)_____

48. To transform schools to be more effective, accountable, and responsive, decision-making processes are now at the school site. In order to build on strengths, establish a unity of purpose, and improve staff development growth a staff development program should, for the aforementioned reasons, also be housed at the school site._____

Comment(s)_____

1=STRONGLY AGREE 2=AGREE 3=UNCERTAIN 4=DISAGREE 5=STRONGLY DISAGREE

49. Staff development in order to be long-lasting and effective must be a continual process, not episodic because: the challenges faced by teachers are continual_____
- learning is a life-long process_____
- the school-as-a-whole can be focused upon on a continuum to address problems, solutions, evaluation and reassessment _____
- other_____

Comment(s)_____

50. In my opinion , a staff development program initiated and implemented at the school-site is one of the most effective ways to enhance the quality of teaching and learning._____

Comment(s)_____

PLEASE INCLUDE ANY COMMENTS, ON THE BACK OR ON ADDITIONAL PAPER, YOU FEEL ARE NOT INCLUDED AND YOU WOULD LIKE TO SEE ADDRESSED IN A SCHOOL-SITE STAFF DEVELOPMENT PROGRAM. THANK YOU FOR YOUR PARTICIPATION.

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